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ABSTRACT

This evaluation is presented in four parts. Part I provides the background of the preschool program and includes the provisions of ESEA Title III, a description of the planning for the Title III grant, characteristics of the tri-county area in Maryland where the program is located and a brief description of other subsidized programs in that area. Part II is concerned with the operation of the classroom, the advisory committee, program goals, staffing and administration and parental participation. Part III deals with testing of the children and includes sections on the Lee-Clark Reading Readiness test, the Metropolitan Readiness test, the Stanford Achievement test, the WPPSI and the Wisc, the Vineland Social Maturity Scale, and the Johns Hopkins Perceptual test. Each section includes a description of the test, administration procedures, an analysis of scores, and results. Part IV is a comparison of families of children who had been in the preschool program with the families of their classmates. (MS)

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WHO BENEFITS FROM FEDERAL INTERVENTION?

Evaluation of an E.S.E.A. Title III Preschool Program

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Board of Education of St. Mary's County
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PREFACE AND ACKNOWLEDGEMENTS

On April 11, 1965, the United States Congress passed the Elementary and Secondary Education Act to give financial assistance through the Office of Education to school systems having at least three percent of their children from low-income families. Under Title I of E.S.E.A., extra instruction could be given to children from impoverished families; under Title II, library books, texts and other instructional materials could be purchased; under Title III, supplementary educational centers and services could be set up; under Title IV, educational research and training could be organized; and under Title V, grants could be obtained to strengthen state departments of education.

By 1969, within Maryland 23 programs had been given support by funds from Title III. In Southern Maryland, three counties had collaborated in planning a four-fold project which included a Preschool Program for one part of St. Mary's County, operated from October 1966 through June 1969. Designed to ready four and five year olds for kindergarten and first grade, the program included classroom experiences and health care for children, home visiting by staff, and parental participation.

During the second year of the Preschool Program, an evaluation proposal was written by its staff with assistance of a faculty member of the University of Maryland. This was funded by the Office of Economic Opportunity for the third year of the program and actually ran from October 1968 through July 1969. During that time the research team consisted of a director and three field workers all employed on a half-time basis or less. Data were collected by them from records of the programs, from six St. Mary's County schools attended by pupils who had been preschoolers in the program, from students through tests administered to them, through informal interviews with parents, staff, school personnel and residents of the area, and by means of observations of the children, parents and staff.

This report is a summary of findings of the evaluation. In it, the attempt was made to present results within the larger context of school and community in order to augment their possible usefulness to others.

During every phase of the evaluation, we of the research team were dependent upon the unfailing courtesy and helpfulness of many individuals. Of especial importance for our research was Miss Mary-Elisabeth Hoff, Supervisor of Special Programs, who went beyond duty's call to ensure that our data collection would be accomplished. Her work, in turn, was very courteously backed up by Mr. E. Harry Ocker, President of the Board of Education of St. Mary's County, Dr. Robert E. King, Jr., Superintendent of Schools, and Mr. James H. Ogden, Assistant Superintendent and Director of Instruction, who made our field work most pleasant. Mr. James E. McCleaf, Supervisor of Guidance not only helped us with testing materials, but also sparked our contacts with him with insightful comments.

Essential background about the Preschool Program and County on many a day was cheerfully and graciously provided by Mrs. Lois K. Groome, Secretary of the program from its inception, and long a knowledgeable resident of the area. Mr. John Bloom, 1968-69 Director of the E.S.E.A. Title III Tri-County Regional Education Center, demonstrated his many capabilities in assisting us, as did two of his staff whom we came to know, Mr. Frank Bernhard and Mrs. Martha Catto. Mr. Ralph Butler, Head of the local E.S.E.A. Title I program, fully answered our questions about his program, while Mrs. Alice A. Houser, Supervisor of Instruction in the Board of Education, and Mrs. Juanita Anderson, formerly of Mechanicsville School and now of Leonardtown, helped us learn how some of the children came into the Title III program. Portions of history of St. Mary's County emerged from our conversations with Mr. Brent A. Thompson, Helping Teacher in Mathematics, as well as with Judge John H. T. Briscoe and his son, Maryland State Delegate, John Hanson Briscoe.

Keeping the wheels running for us as well as many others were Mrs. H. Rene Des Jardins, Assistant in Finance, and Mrs. Carolyn P. Hickman, Accounting Clerk in the Leonardtown Office of the Board of Education, and Mrs. LaRuby B. Briscoe, secretary to Miss Hoff in the Banneker School Annex.

We enjoyed every one of our visits to the six schools in which we worked. Home base was Banneker Elementary where the principal, Mr. David H. Smith, extended us a warm welcome. Among others at Banneker who were of special aid were Miss Mary M. Twoomey and Mrs. Carol M. Conklin, first grade teachers; Mrs. Eleanor R. Poe, third grade teacher; Mrs. Phyllis M. Brown, Mrs. Judith M. Brown, Mrs. Judith A. Robertson and Mrs. Devora F. Sommerville, second grade teachers; Mr. Lee Davis, custodian; Mrs. Margaret T. Fenwick, Title I librarian; and Miss Mary A. Bush, secretary.

Mechanicsville Elementary was a frequent stop as most of the children had gone there after being in the program. As a consequence, we were able quite often to see its able principal, Mrs. M. Jayne DiMaggio, and her assistant in the office, Mrs. Mary E. Harding, secretary. We also worked with many of the teachers including Mrs. Edith R. Bennett, Mrs. Henrietta B. Burroughs, Mrs. Marion R. Chesley, Mrs. H. Elizabeth Hall, Mrs. William H. Howell, Mrs. Michelle W. Huggins, Mrs. Susan C. Johnson, Mrs. Frances E. Lancaster, Mrs. Eleanor R. Mattingly, Mrs. Linda M. Nance, Mrs. Charlotte T. Reeves, Mrs. Louise B. Thomas, Mrs. Mary F. Twiddy, Mrs. Ann F. Ward, and Mrs. Sheila D. Weston.

At Oakville Elementary, we had the pleasure more than once of being the guests of Mr. William R. Burroughs, Jr., its principal, and were pleased to work in Mr. Tony E. Christiano's, Mrs. Patricia Goin's and Mrs. Gladys C. May's classrooms.

Mr. Henry H. Lee, principal of White Marsh Elementary, also was a gracious host whom we looked forward to visiting. In addition, we appreciated the data supplied by classroom teachers, Mrs. Nellie W. Burroughs and Mrs. Geraldine H. Carpenter, as well as by Mrs. Clara R. Holly, secretary.

At Dynard, Mrs. Pearl C. Bailey, who combined her principalship with teaching, took time from a busy afternoon to tell us about her school. The three teachers in whose classrooms we worked were Mrs. Katherine M. Brimberry, Mrs. Grace J. Gibson, and Mrs. Martha F. O'Connor, while Mrs. Suzanne S. McLuckie, secretary, provided us with work space in the office.

Sister Ellen Paul, principal at Mother Catherine Spalding, kindly introduced us to Sister Jane Cecilia, first grade teacher, as well as to Mrs. Carole Hall, second grade teacher, in whose classes we carried on some of the testing.

Within the Preschool Program, Mrs. M. Maxine Kelley, its nurse-social worker, always conscientiously answered our questions as did Mrs. Sandra W. MacDonald and Mrs. Nancy Royalty, teachers, and Mrs. Rachel Wilson and Miss Mary Frances Butler, teacher aides. Among others we found cordial were workers in the program including Mrs. Elizabeth F. Herbert, Mrs. Bertina Stevens, Mrs. Susan Mason, Mrs. D. Grieg, Mrs. Judy Ready, and Miss Emma Bannister. Mr. William Timm, Vista volunteer, together with his Vista colleague, Mr. Michael H. Dole, facilitated our gathering of written reports about the county.

Both in the parent lounge and in their homes we were pleased to be able to visit with Mrs. Carolyn Morgan, Mrs. Mary Agnes Young, Mrs. Frieda Mae Howell, Miss Jane Dotson, Mrs. Jeanette Lyles, Mrs. George Thomas, Mrs. Anna King, Mrs. Mamie Young, Mrs. Virginia Bush, Mrs. Mary Banks and Mrs. Althea Moliter.

At the College of Education at the University of Maryland, Dr. James Raths was involved with genesis and some of the operations of evaluation, while Dr. C. Mitchell Dayton aided us whenever we asked. Dr. Donald Horton, anthropologist at Bank Street College of Education, gave invaluable suggestions from his intensive research of Head Start programs as well as of several school systems. Dr. Leon A. Rosenberg of the Department of Child Psychiatry of Johns Hopkins University not only sent us his findings, but also reviewed our critique of his Johns Hopkins Perceptual Test. Mrs. Nanette Vincent, whose M.A. at the

University of Maryland was based on work done with Preschool Program children, let us borrow her thesis and other materials. To sociologist, R. Alexander Sim, we are indebted for important concepts in this research.

Mrs. Elizabeth G. Forbes, who had a dual role as a mother of one of the preschoolers and as a most skillful research assistant in the evaluation, carefully and imaginatively compiled seemingly interminable records of attendance and other events for us.

In getting this manuscript ready, Mrs. Jean N. Johnson did yeoman duty in calculations, making the tables, and deciphering unreadable handwriting as she typed, while Mrs. Anastasia Manolatos filled the breach evenings and weekends to get tables and analyses typed for photo offsetting. Space and facilities for analyzing data and writing this report were provided by National Graduate University.

Throughout the evaluation we were given assistance as we needed it by Mr. Jay E. Taybron, Contract Negotiator of the Procurement Division; Mr. Benjamin T. Dacus, Contracting Officer, Mrs. Elizabeth Krone, Coordinator in the Community Action Program; and Dr. Edith Grotberg, Coordinator of Research in the Head Start of the Office of Economic Opportunity.

Chapter I

BACKGROUND OF THE PRESCHOOL PROGRAM

Introduction

Important to our understanding of policy and organization of the Title III Preschool Program (PSP) are details, in addition to those cited in the Preface and Acknowledgements, concerning (A) Legislation authorizing the funding of supplementary educational centers and services, (B) prior local planning that occurred for obtaining the money, (C) some characteristics of the area to which the grant was made, and (D) other federal programs being carried on at the same time in the region. From these data about the law, proposal, area and other projects, some perspective can be obtained about how the Preschool Program was launched as well as about its mode of evolvement.

A. Provisions of Title III of the Elementary and Secondary Education Act of 1965.

Relevant to the observed operations of the St. Mary's Preschool Program were the stipulations under Title III that the United States Commissioner of Education could "stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality" or in the "development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs."[1] Authorization was given within these programs for acquisition of equipment as well as for school health, psychological and social work services; for specialized instruction for preschoolers; for making available specially qualified personnel including artists and musicians on a temporary basis to public and other non-profit schools; and for special services for rural dwellers. Under this title, moreover, a grant could be made to a local educational agency only

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[1] Public Law 89-10, April 11, 1965. Elementary and Secondary Education

> "if there is satisfactory assurance that in the planning of that program there has been, and in the establishing and carrying out of that program there will be, participation of persons broadly representative of the cultural and educational resources to be served."[2]

In the initial appropriation for fiscal year ending June 30, 1966, $10 million was to be divided equally among the states, with about $45 million being distributed among the states according to their proportion of the nation's school children. Appropriation for fiscal year 1968 was doubled for Title III to over $208 million, with $527 million authorized for 1969.[3] Administration gradually was to be given to the states; for 75 percent of the funds in 1969, and for all of them for 1970. Something of the magnitude of the effort encompassed by this Act was summarized in a 1967 leaflet in which it was claimed that innovative programs under Title III had brought increased education opportunity to an estimated 10 million children, teachers and parents.[4]

Act, Title III Supplementary Educational Centers and Services. Sec. 301(a).

[2] *Ibid*. Sec. 304(a).

[3] *The Elementary and Secondary Education Amendments of 1967*. Washington, D.C. Department of Health, Education and Welfare leaflet. Circa. 1967.

[4] *Ibid*.

B. Planning for the Title III Grant

On February 1, 1966, St. Mary's, Charles, and Calvert county school systems in Southern Maryland received a six-month planning grant from the U. S. Office of Education to draw up a joint proposal to be funded for three years under E.S.E.A. Title III. Under aegis of the three superintendents of schools[5] and chaired by Richard Keiter, this Tri-County committee drew upon findings from their own region as well as from other localities in determining acute educational and cultural needs. Citing current results of the Metropolitan Readiness and the Lee-Clark Reading Readiness tests, they said that children "characterized as low normal or poor risks, indicating the likelihood of difficulty or failure under normal instructional conditions" totaled 63 percent of all pupils in Calvert, 43 percent in Charles and 45 percent in St. Mary's county.[6] In addition, results of medical and dental checks of enrollees in the summer, 1965, Head Start program indicated "that many of these children had some type of physical disorder."[7]

As an outcome of their study, the group mapped out a proposal for a Tri-County Regional Education Center to provide services not available in the area and for coordinating four separate programs each aimed at critical needs. These included training for preschoolers in St. Mary's, dropout prevention in Calvert, individualized instruction in Charles, and staff development in all three counties. Over all was to be a board of directors comprised of the superintendents of schools, assistant superintendents for instruction, and directors of pupil personnel services and of business administration from the three counties who were responsible for organization, operation and evaluation of these pilot programs.

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[5] For Charles County this was Bruce G. Jenkins and for Calvert, Maurice A. Dunkle. Also participating was John Bloom who became assistant director of the Tri-County Regional Education Center from 1966 to 1968 and director during its final year.

[6] _An Application for a Federal Grant to Operate a Supplementary Education Center and Services by the Southern Maryland Tri-County Region (Calvert, Charles and St. Mary's Counties, Maryland) 1966._ Section I: D. Mimeo.

[7] _Ibid._

With respect to planning details of the Preschool Program in St. Mary's, this had been done by the Tri-County planning group in consultation with Paul Imre of Johns Hopkins University. On the basis of some of his preliminary findings on incidence of what he called retardation in Southern Maryland, his suggestions gave strong support to need for a program concentrating on the child five years and younger together with the family unit.[8] Additionally, various county advisory committees had placed programs for this age group at the highest order of priority. A visit by Tri-County professional staff and advisory committee members to Sumter, South Carolina, acquainted them with the Child Study Project, "Crisis Intervention in the Elementary School."[9] Its director, Robert Newton, subsequently spent several days in helping staff develop this program.

On the basis of these and other input, the three counties decided that aims of the Preschool Program would be for improving (1) readiness of cognitive learning, (2) physical health, (3) family relationships to help emotional adjustment, and (4) group relationships and transition from home to school.[10] Emphasis was to be on what could be done in the home to promote readiness and achievement for those entering school. Responsibility for carrying out this program was to be in the hands of a multi-disciplinary staff, headed by a psychologist and consisting of a primary teacher, teacher's aide, social worker, and part-time nurse. All of these were to visit homes to consult with parents, to demonstrate ways of preparing their children for a successful school experience, "to evaluate each child to predict his ultimate success," and "to take various remedial steps to assist the child and his family if the prognosis were poor.[11] Evaluation, furthermore, was to be carried out

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[8] _Ibid_. P. 26.

[9] Made at the suggestion of Eli M. Bower then of the National Institute of Mental Health, Bethesda, Maryland.

> "by a comparison of the youngsters participating in this program with a matched control group. The major portion of this comparison will be carried out during the first year these youngsters enter school and will include 1) School achievement, 2) Attendance, 3) Teacher observation, and 4) Results of readiness tests."[12]

One public school and one parochial school from the same geographic area was to be selected, with parents of potential first graders therein being contacted through a fall preschool registration in the year preceding entry into first grade.[13]

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[10] Ibid. P. 32.

[11] The pervasive American value that each child has a certain "potential" which can be discerned early in his life and which unfolds as the child grows is implicit in these statements. For a definition of potential derived from empirical research see "The New Englanders of Orchard Town, U. S. A." by John L. and Ann Fischer in Six Cultures: Studies of Child Rearing. Pp. 921-928. (Edited by Beatrice B. Whiting of the Laboratory of Human Development of Harvard University. New York. John Wiley and Sons, Inc., 1963).

[12] An Application for a Federal Grant. Op. cit.

Upon completion the project proposal was submitted to the U. S. Office of Education on May 24, 1966, and approved by the office on July 18, 1966, which established the Center as an operating unit effective August 1, 1966.[14]

Budget for the whole program for the period August 1, 1966 to June 30, 1969 was $805,150[15] of which the Preschool Program was allocated $213,000. Director of the entire Center was to receive around $14,000-$15,000. PSP proposed salaries (Table I-1) show the annual range to be from $3,600-$4,500 for secretaries to $12,000-$15,000 for the psychologist who would head it. In addition, the aides to be hired were to receive $1.95 per hour.[16]

Table I-1. Schedule of proposed salaries for the Preschool Program of St. Mary's County, Maryland.[1]

Position	Salary in Dollars	Equivalent time
Psychologist	12,000-15,500	Full Time-12 months
Pre-Primary Teacher	6,720-10,200	Full Time-12 months
Social Worker	6,720-10,200	Full Time-12 months
Nurse	3,000	One Half-12 months
Secretary	3,600- 4,500	Full Time-12 months

[1] *An Application for a Federal Grant to Operate a Supplementary Education Center and Services by the Southern Maryland Tri-County Region. (Calvert, Charles and St. Mary's Counties, Maryland) 1966.* Exhibit III. Part A. Schedule for Proposed Salaries. Mimeo.

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[13] *Ibid*. P. 32.

[14] *Newsletter*: Tri-County Regional Education Center. Vol. 2, No. 1, Sept. 1967, P. 1.

[15] U.S. Office of Education Grant No. OEG - 2 -7-662062-008. Project No. 66-02062-2 under PL 89-10, E.S.E.A. of 1965 as amended, Title III, Section 301-308.

[16] For comparison with educational salary scales in St. Mary's County Table I-12.

C. Some Characteristics of the Tri-County Area

By way of background to our account of the planning and subsequent operation of the Preschool Program, we can mention that Calvert, Charles, and St. Mary's counties form a rural peninsula of Southern Maryland long noted for tobacco growing and the marine products of Chesapeake Bay. Of concern to educational planning are a number of statistics for different years which show, for one thing, that in comparison with the rest of Maryland more Southern Maryland and St. Mary's County families had an annual income of less than $3,000, with the proportion of non-whites in this category being higher than whites for each area (Table I-2).

Table I-2 Median family income: Percent of families with income $3,000 or less. Tri-County, Maryland, 1960.[1]

Area	Percent of families with under $3,000 annual income		
	All	White	Non-white
Maryland	15.2	12.0	35.2
Southern Maryland	26.2	18.9	50.1
St. Mary's County	27.3	21.4	58.9

[1] *Southern Maryland Resources*. College Park, University of Maryland, 1964. Mimeo

Although value of land of two of the three counties compared favorably to the Maryland average of $435 per acre, being $441 for Calvert, and $427 for St. Mary's, the amount was quite a bit less for Charles at $318 per acre.[17] However, none of the three counties came near the assessed valuation per pupil for the state (Table I-3), which meant their resources were limited for coping with the burgeoning enrollments as shown in Table I-4.

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[17] In the 1930's, low land prices in St. Mary's County attracted large numbers of Amish and Mennonite farmers from Pennsylvania who settled around Mechanicsville and elsewhere. In addition to tobacco, they now market eggs, poultry, and other produce from their homes and from the Farmers Market in Charlotte Hall. In 1967, they were able to set up a separate school for their children. (*St. Mary's: Mother County of Maryland*. St. Mary's County Economic Development Committee publication. No date or page.)

Table I-3 Assessed valuation per pupil in grades 1-12. Tri-County Region-Maryland, 1962-63.[1]

Unit	Wealth per pupil in dollars
Calvert County	7,313
Charles County	8,972
St. Mary's County	8,933
Maryland	15,217

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[1] An Application for a Federal Grant to Operate a Supplementary Education Center and Service by the Southern Maryland Tri-County Region (Calvert, Charles and St. Mary's County Maryland). 1966. P. 25.

Table I-4 Public school enrollments from fall of 1953 to 1965 in the Tri-County Region.

County	Number of school children 1953	1965	Percent of increase
Calvert	3,171	5,179	63
Charles	5,760	9,498	65
St. Mary's	3,928	8,265	110

For St. Mary's County itself, some of the reasons for the more than doubling of its pupil size in 12 years are revealed in an analysis of its population by age groups in Table I-5 where it can be seen that almost one-fifth of its population is under five years and that, in comparison with the rest of the United States, a greater proportion of the population is in the younger age groups. Part of this is reflective of the operation of the Naval Air Station which employs some 8,000 Naval and civilian personnel. Establishment of this station in 1943, in fact, accounted for most of the doubling of St. Mary's population during that decade (Table I-6). Even within the most recent period compared with

Table I-5 Comparison of population by age groups St. Mary's County and the United States for 1966.[1]

Age group in years	Percent of total population	
	St. Mary's County	United States
0 - 5	18	10
6 - 11	15	14
12 - 17	12	13
18 - 24	11	10
25 - 34	15	11
35 - 49	17	17
50 - 64	8	16
65 and over	4	10
Total	100	101

[1] Source: Demographic Profile, Population Characteristics, St. Mary's County, Maryland. U. S. Office of Economic Opportunity Information Center. Community Profile Project. Circa. 1968. Page CP-019.

Table I-6 Comparison of population changes within St. Mary's County and the United States from 1940 to 1966.[1]

Period	Percent of population gain	
	St. Mary's County	United States
1940 to 1950	99.0	14.5
1950 to 1960	33.7	18.5
1960 to 1966	12.3	8.8

[1] Economic Profile. St. Mary's County Maryland. U. S. Office of Economic Opportunity. Information Center. Community Profile Project. Circa. 1968.

the country as a whole, St. Mary's growth in size is greater because of the young population and high fertility ratio.[18] As the total county population increased from 1930-1960, as shown in Table I-7, the proportion of non-whites decreased from over one-third to less than one-fifth, which, in comparison with the United States, is higher than 80 percent of all counties.[19]

Table I-7 Population count of St. Mary's County, Maryland, 1930-1960[1] and percent of non-white in the total.

Year	Population	Percent of non-white in the total
1930	15,189	36.8
1940	14,726	32.0
1950	29,111	20.5
1960	38,915	18.4

[1] U. S. Census of Population. 1960

Along with the high percent of families earning less than $3,000, low per-pupil assessment and spurt in population growth, which point toward stress on the educational system to which almost three-fourths of each tax dollar goes compared to less than half for an average U.S.

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[18] Fertility ratio is number of children under five per 1,000 women 15-49 years of age. Cumulative fertility ratio for St. Mary's in 1960 was 2,055 compared to 1,697 for Maryland. Source: U. S. Census of Population.

[19] Community Profile St. Mary's County, Maryland. U. S. Office of Economic Opportunity Information Center. Community Profile Project. Circa. 1968. P. CP-018.

county[20] other indices for St. Mary's County are not especially favorable. As shown in Table I-8, infant deaths were higher and farmer level of living was lower than for other U. S. averages. It was also shown that percent of families having telephones was lower and those having less than four years of schooling was greater for 1960. On the other hand, fewer in St. Mary's County were unemployed and more families had possessions such as washing machines, cars, and freezers while a similar percentage owned T.V. sets as an average county. Although more than

Table I-8 Comparison of poverty indicators and household possessions for St. Mary's County versus a typical United States County.[1]

Indicator	St. Mary's County	United States
Infant deaths per 100,000 live births, 1964	2,217	1,700
Farmer level of living index, 1960	85	100
Telephones	63.2%	78.5%
Less than four years of schooling among people 25 years old and over	10.0%	7.8%
Percent unemployed of the labor force, 1960	3.5%	4.8%
Washing machines	83.8%	73.7%
One car	67.0%	56.9%
Food freezers	27.2%	18.4%
Television sets	87.7%	87.3%

[1] Social Profile. St. Mary's County, Maryland. U. S. Office of Economic Opportunity, Information Center. Community Profile Project. Circa. 1968. Pp. Cp-005 and CP-047.

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[20] Economic Profile. St. Mary's County, Maryland. U. S. Office of Economic Opportunity, Information Center. Community Profile Project. Circa. 1968. P. CP-042. The figures for 1962 were 74 percent for St. Mary's and 45 percent for an average U. S. county. For public assistance, it was 16 percent for St. Mary's and 1 percent for the U. S. For police, it was one and five percent respectively.

one-tenth of the population 25 years of age and over in St. Mary's County had spent less than four years in school, median years there compared favorably both with the U. S. and with Maryland (Table I-9).

Table I-9 Median educational level of population aged 25 and over, St. Mary's County, Maryland, 1940 to 1964.[1]

Year	Median years of schooling completed		
	St. Mary's County	Maryland	United States
1940	6.8		
1950	9.4		
1960	10.5	10.4[2]	9.5[3]
1964	10.6		
Men	10.2		
Women	11.0		
Non-white	7.1		
Urban	12.3		
Rural non-farm	9.9		
Rural	8.2		

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[1] Southern Maryland Resources. College Park. University of Maryland. Mimeo 1964.
[2] Summary of Social Characteristics. U.S. Census of Population, 1960.
[3] Community Profile. Op. cit. P. CP-005.

It is well to look more closely at the education picture, however, for differences emerge according to years, population category, and area of the county. Not only do all females average more schooling than all males, but also whites more than non-whites, and urban more than rural non-farm and rural (Table I-9). If the nine political districts of the county are examined, it is seen that the district containing the

Naval Air Station averaged over 12 years of schooling while the district in which the Preschool Program was centered had a median schooling of 8.3 years, the county's lowest.[21]

Because specifications for location of the Preschool Program had been to have it in an area in which enough eligible children lived (about 200) and which contained both a public and a parochial elementary school, it is of interest to note that an influence on this decision may have been the proportion of children not within the public school system in the county. In 1950-51, a little less than half of the county children were in parochial schools, a percentage which decreased gradually until by 1965-66, 28 percent were attending Catholic schools (Table I-10).[22]

Table I-10 Enrollments in grades 1-12 in public and parochial schools in St. Mary's County, 1950-1966.[1]

Year	Grades 1 - 12 Public Schools Number	 Percent	 Parochial Schools Number	 Percent
1950-51	2933	55.2	2381	44.8
1955-56	4528	57.6	3332	42.4
1960-61	6102	61.7	3782	38.3
1965-66	7750	71.8	3039	28.2

[1] Comprehensive Plan. St. Mary's County, Maryland. Planning and Zoning Commission. September 1966. Table 21. Page 75.

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[21] U. S. Census of Population 1960.

[22] Until 1966, parishes of St. Mary's county were headed by Jesuits instead of secular priests.

The recency of response to mounting enrollments in public schools is reflected in the dates of construction of present public elementary school buildings, as given in Table I-11. Only one was built in the 1930's and another in the 1940's, whereas nine were built in the 1950's and five in the 1960's, including Oakville after 1965. These data also show that as of 1964-65, kindergartens were not yet part of the picture. Range of pupil capacity was from the mobile unit of 75 at Charlotte Hall to the school at Park Hall with 540. Mechanicsville with a capacity for 420 is well above the median in size (where the median is between 270 and 300). It can further be noted for Mechanicsville that it was among the nine listed as having more pupils than it was built for, whereas Banneker was among the remaining six having fewer pupils than there was room for, characteristics that apparently prevailed in 1966-67 when decisions about location of the Preschool Program were being made.

It can further be noted from Table I-11 that amount of play and expansion ground ranged from 4.8 acres at Bethune to the 72 acres given to the county around 1950 by members of the Negro community for Banneker, a 12-grade, academic, agricultural and vocational school. By 1964, with integration, Banneker had been converted into an elementary school with the separate shop building being utilized as an annex for Board of Education offices, including headquarters of Title I. Five junior and senior high schools also served as county. Prior to integration, four of these elementary schools had been for Negro pupils and 11 for white pupils. Although steps toward integration had been taken in 1959, the matter had been put on a voluntary basis for pupils and teachers in the beginning of the 1960's, with the high schools being the first to have both staff and

Table I-11 Characteristics of public elementary schools in St. Mary's County as of 1964-65.[1]

Elementary	Grades Housed	Number of Classrooms	Capacity	Over or Under Capacity (# of pupils)	Site Acreage	Year Built[3]
Banneker*[2]	1-6	12	360	-26	72.0	1951
Bethune*	1-6	5	150	- 5	4.8	1960
Charlotte Hall	1-8	3	75	+ 4	7.1	--[4]
Dynard*	1-6	6	180	+ 7	14.5	1964
Frank Knox	1-6	17	510	+64	7.0	1948
Great Mills	1-6	8	240	+42	6.0	1936
Greenview Knolls	-	10	300	-	10.1	1965
Hollywood	1-6	8	240	+53	8.5	1950
Leonardtown*	1-6	14	420	-89	17.1	1954
Lexington Park	1-6	16	480	+54	8.0	1953
Mechanicsville*	1-5	14	420	+13	9.2	1950
Park Hall*	1-6	18	540	- 8	37.2	1965
Piney Point*	1-6	8	240	+15	17.5	1952
Ridge*	1-6	9	270	-111	13.9	1957
Town Creek	1-6	14	420	-27	8.9	1959
White Marsh*	1-6	5	150	+ 9	7.0	1957
TOTAL			4,695	- 5		

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1. Comprehensive Plan, St. Mary's County. Prepared for St. Mary's County Planning and Zoning Commission by Harland Bartholomew and Associates, Washington, D.C., September 1966. Tables 17, P. 66. and 18, P. 70.
2. Schools included in evaluation of Title III are underlined. Those receiving Title I money are starred. Oakville* was not built until 1966. Mother Catherine Spalding* is in the parochial system. Other Title I schools are Felix Johnson* for special education, Holy Angels* and St. Michael*. In 1968-69, Mechanicsville had grades K-5 and Banneker had K-6.
3. This means their present brick structures, some of which replaced wooden schoolhouses.
4. A temporary mobile classroom scheduled to be abandoned in 1966.

students integrated. In other instances, elementary school teachers had been exchanged. In June of 1964, the U. S. Department of Health, Education and Welfare requested that full integration be achieved by the following fall or else it would cut off federal "impact funds". These funds representing federal compensation to counties to pay for services to people employed in non-taxable government facilities meant three-quarters of a million dollars in unrestricted aid for the Tri-County area. Faced with this notification, St. Mary's county went ahead during the summer with assignment of pupils to schools according to the geographic area they lived in. Apart from some children being switched back and forth between the public and parochial systems and a feeling by some of being pressured, full integration of schools was accomplished by that fall without untoward incident.

In order to highlight some of the importance attached to pay scales of the Preschool Program, we obtained information about past and present salary levels within St. Mary's County schools as well as about current agitation within the three counties about wage negotiations. We learned that as of June 1963 average salary for public school teachers for St. Mary's county was $4,945 and for principals $7,445[23]. By 1968-69, the scale had increased to that indicated on Table I-12, based on years of service and type of teaching certificate or training obtained. During our fieldwork, we saw careful note being taken by teachers in one of the schools about negotiations between teachers and the Board of Education of Montgomery County, the most affluent in Maryland. When agreement was reached there in February, 1969, on a starting rate of $6,900, at least one St. Mary's County teacher expressed a sense of shock, as this was $900 above her beginning rate. However, St. Mary's County teachers did not walk out on strike during the spring of 1969 as did their counterparts in Calvert and Charles counties. On May 29, 1969, Calvert county schools were closed when only about one-sixth of the teachers reported to work because the $500 negotiated increase from $6200 to $6700 was reduced to $6500 by the county commissioners.[24] In similar action a few days later, about half of Charles County teachers boycotted schools which were kept open by the remainder, because after agreement had been

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[23] Ninety-seventh Annual Report of the State Board of Education, State of Maryland, for the Year Ending June 30, 1963.

Table I-12 Salary scale for 1968-1969 set by the Board of Education of St. Mary's County.[1]

Schedule	Description	Range (Increments were given in 14 steps)
I	Provisional non-degree certificate	$4,600-7,200
II	Provisional degree and regular non-degree certificate	$6,000-7,500
III	Standard professional certificate	$6,000-9,900
IV	Master's degree and S.P.C. or A.P.C.	$6,600-10,500
V	Thirty approved program hours beyond master's and A.P.C.	$8,100-11,100
VI	Doctor's degree and A.P.C.	$8,700-11,700

[1] Board of Education of St. Mary's County. Leonardtown, Maryland. Based on an academic year.

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[24] The Evening Star. Washington, D.C., Thursday, May 29,1969. Pp. B1&2.

reached to have their starting salary of $6100 raised to $6700, this was set at $6500 by the county commissioners whose job it was to appropriate funds for school operations.[25]

As we shall see later in this report, teacher salaries for the Preschool Program were comparable to those within the regular public schools, but such was not the case for the PSP director. With an Ed. D., she was paid around $14,000 (on the basis of a 12-month year) which was in excess of the fourteenth step allowed by the county for school personnel having comparable training. Not unnoticed, also, was the hourly rate of $1.95 given to PSP aides which was higher than the $1.85 the county was able to pay its most experienced office workers in the Board of Education. Somewhat upsetting to the school system was the additional pay that program teachers received for extra meetings. In the words of one, "Even when they just went over the hill, they were paid mileage."

D. Other Subsidized Programs in St. Mary's County

Quite early in our evaluation, we learned of federal and state supported programs intended to involve some of the same kinds of families in St. Mary's County as the Title III--funded Preschool Program did. Because of the potential overlap and diffusion of results from one project to another that might be reflected in our testing, we obtained as much information as possible within the limited time available for field work about operation and participants of the other projects including Titles I, II, and IV of E.S.E.A.[26]; Head Start, Neighborhood Youth Corps, and Tri-

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[25] The Evening Star. Washington, D.C., June 3, 1969.

[26] We did not find much direct relationship between Title III and Titles II & IV except for occasional contact of their staff with the director of the Preschool Program or for librarians working with children or helping to train one of the PSP mothers.

County Community Action Program under the U. S. Office of Economic Opportunity; Vista; Adult Basic Education; nurseries for children of working mothers under a state grant;[27] and summer day camps under aegis of the county.

When we discovered that quite a number of the Title III preschoolers had graduated to schools in which they were continued as part of the Title I program, we not only tallied children and schools that were involved but also obtained detailed reports from Mr. Ralph Butler, Head of Title I, which spelled out their methods and approach.[28] In addition, we interviewed several directly responsible for selection of children in one of the Title I schools, since with Title III following a year later, it was relevant to discern whether or not selection had been made along similar lines for both programs.

It is compelling to spell out in some detail operations of Title I because of the close parallels to methods used in the Preschool Program. Initially designed for improvement of reading in elementary and secondary schools[29] Title I was later in elementary schools only[30] to provide extra materials and attention to disadvantaged children. To make this operative, inservice training was given to all teachers having Title I students, a wide variety of specialized material and equipment were purchased, efforts were made to involve citizens as well as school personnel, and extra staff was hired. Among those employed were two supervising teachers, two helping teachers, three remedial teachers, and part-time classroom aides who often were interested parents. At first, aides spent six weeks within one classroom before moving on to another one, but later this was changed to having a full-time aide work with a single kindergarten teacher as well as a part-time aide help each teacher in grades 1-3 throughout the year by being in direct contact with the children, preparing lessons, and keeping records. Schools were able to hire a teacher-librarian and aide to encourage children to use that resource and had for assistance diagnostic reading clinic services. Two teachers joined the staff as home visitors to enlist cooperation of parents as well as to encourage family trips, purchase of books, better nutrition, improved sleep habits, visits to the doctor, dental care, and utilization of social services. Children identified as requiring help were given vision and hearing screening and correction, physical examinations, speech diagnosis, dental care, psychological attention, free lunch and breakfasts. Films were shown to the children and they were taken on field trips to places of current and historic interest in the county and elsewhere.[31] A detailed record-keeping form made it possible to note for each pupil not only services rendered, school attendance, and his reading level, but also number of books borrowed from the library, field trips taken and cultural experiences.[32] Another form for a home visitor to report on included a space to describe a child's problem as it affected his reading progress as well as to note condition of the home, type of neighborhood, parents' attitude toward school and the child, conditions under which the child studied, available books and source materials, medical history, interests, work and social habits.[33]

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[27] This began in 1969 as the Preschool Program was phasing out and was located in another area.

[28] Ralph I. Butler, Part I. "Basic Data". Report of Reading, Improvement Program, 1965-66. Title I, Elementary and Secondary Education Act of 1965. Project 18, St. Mary's County. (Mimeo)

[29] Ibid.

[30] Title I. PL 89-10. ESEA. Project 2768. St. Mary's County. 1967. Ditto.

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[31] Ibid.

[32] Ibid.

The five original elementary schools in Title I were Leonardtown, Park Hall, Dynard, Mechanicsville, and White Marsh. In addition, 150 parochial school children, as well as pupils from Carver Junior-Senior High and Margaret Brent Junior High, were part of the first efforts.[34] In 1967, 12 public schools and three parochial schools participated in Title I, including all those just mentioned, except to omit Carver and Margaret Brent, and to add Banneker, Bethune, Felix Johnson, Oakville, Piney Point, Ridge, Holy Angels, Mother Catherine Spalding, and St. Michaels, for a total of 1452 pupils.[35] These Title I schools did not include the remaining seven public elementary schools in the county located near the Naval Air Station, nor were all children in those named assigned for Title I supplements, as indicated by the tally for one school in Table I-13 where the range was from 12 percent Title I in sixth grade to all of them in the special education class. In Table I-14, are the suggested allocations for 1967-68, school by school, which included teacher-librarians, instructional, clerical, kindergarten, library and special education aides, teaching supplies, materials and equipment, food services, field trips, cultural activities and admissions. It also indicates that from 1969-70, proposed annual salary rate for the Title I coordinator for 10 months was $11,375.

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[33] Form A. Home Visitor. Board of Education, St. Mary's County. Loveville, Maryland 20656. ESEA. Title I 1966-67. (Mimeo)

[34] Ralph J. Butler. Reading Improvement Program, 1965-66. Title I. Op. cit.

[35] Schools in which we tested were Banneker, Oakville, Mother Catherine Spalding, Dynard, Mechanicsville and White Marsh.

Table I-13 Percent of Title I children in the nine Oakville Elementary School classrooms, 1968-69.

Classroom level	Total enrollment	Number of Title I	Percent of Title I
Grade 1	27	25	93
Grades 1-2	30	10	30
Grade 2	33	17	51
Grade 3	28	8	28
Grades 3-4	19	18	95
Grade 4	30	6	20
Grade 5	33	11	33
Grade 6	25	3	12
Special Education	27	27	100

Continuity in the program was maintained through a Title I reading program from the end of June until the first week in August from 8:30 to 2:30 each week day. In addition, a Saturday program was operated during the 1968-69 academic year at Banneker.

During our interviews with the school staff who had made some initial decisions there about inclusion of children in the Title I program, we found that their careful attention to this contributed to our understanding of what are often covert judgments which have implications for early training and subsequent development of children. The original

Table I-14 Enrollments and suggested Title I allocations in St. Mary's County Public Schools based on 1967-68 figures.[1]

School	Total enrollment	Title I enrollment	Percent of total Title I in each school[2]	Allocation[3]
Banneker	351	111	9.1	$ 21,713.81
Bethune	138	54	4.4	10,498.98
Dynard	192	102	8.4	20,043.51
Felix Johnson	89	63	5.2	12,407.89
Leonardtown	451	150	12.4	29,588.04
Margaret Brent	118	72	6.0	14,316.80
Mechanicsville	402	181	14.9	35,553.37
Oakville	220	91	7.5	17,895.99
Park Hall	504	126	10.4	24,815.78
Piney Point	316	89	7.3	17,418.77
Ridge	220	98	8.0	19,089.06
White Marsh	140	76	6.4	15,271.25
Total	3,141	1,213	100.0	$ 238,613.25

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[1] "Tentative Allocation of Title I Funds Per School for School Year 1968-69." Memo from the Coordinator of E.S.E.A. Title I to Principals of Title I Schools, May 22, 1968. St. Mary's County Board of Education, Leonardtown, Maryland.

[2] Approximating the percentages of those receiving free lunches and breakfasts.

[3] Proposed annual salary rate for Title I coordinator for 10 months, 1969-70, was $11,375.

criterion for Title I was to include children from families with an income of less than $2,000 a year, but since actual income figures were unavailable to the school, careful guidelines were prepared to ensure selection being as close to this stipulation as possible. Here the tendency for long residency in the county of school personnel as well as of pupils enabled staff to estimate who were likely to be more economically and educationally disadvantaged than others. When we asked further how they were able to select families, we were told that it was on the basis of a number of factors gleaned over the years and through questionnaires they developed that included what children ate for lunch and how a child interacted.[36] Aside from appearance of homes and their facilities for heating, lighting, water, and sleeping, judgments were made about children's clothing and cleanliness; how money was earned and spent; fathers' and mothers' occupations; whether they worked steadily or according to the seasons; and if families had problems of illness, marital instability, alcoholism or a mixed marriage. The first choices would have been children from homes not in good order, lacking electricity, having a water supply drawn by hand from springs or wells, or having no furniture, drapes, or bedclothing. Consideration in general for all the children was given to size of family and to progress of children's older siblings in school as well as to intellectual quickness or slowness of their parents. Beyond this, they used results of standardized tests and how children performed in the classroom. Although the group chosen included whites and non-whites, their observation that "the colored were even poorer" than the whites, corroborated our earlier statistics in Table I-2. It was emphasized to us, however, that the stipulations mentioned were not absolute as they also "depended on the type of people," meaning that some who owned their land were still poor, while some with a higher income than others spent it in ways not in the best interests of raising children and keeping them clean. At the same time, it was stressed that one could not always predict how the children would turn out by appearances, as other children of some of these same types of families given a low rating in the community had gone on in school, obtained jobs, married, bought fine homes, and were raising a good family, while others seemingly with the same chances had done none of this.

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[36] Specifically, they noted whether a child looked at a person or hung his head. This is an interesting judgment in view of current research. It has been found, for example, that amount of interaction between mothers and infants by age three already serves to stimulate or to inhibit a child's response to others as well as his openness to learning from new experiences. A child who can respond and who looks at an adult's face is often considered "brighter" or more capable of learning than a child who averts his eyes.

Office of Economic Opportunity Programs (OEO). In addition to participation in Title I, all Title III preschoolers from the first, second, and third semesters in 1967 and 1968 were enrolled in six-weeks summer OEO Head Start programs which included instructional and community experiences as well as health and other services. OEO also paid for Preschool Program health and dental care. According to a spring, 1968, report, five OEO centers were to operate that summer for six weeks (White Marsh, Bethune, Hollywood, Piney Point and Ridge schools) to care for 345 indigent children aged four and five eligible to enter kindergarten and grade 1 in September. Instruction, food and trips were to cost $92,900, of which $19,878 was "in kind" (county contribution of space and services) and $73,022 was a federal contribution.

During 1968, the Neighborhood Youth Corps (NYC) was to enroll 60 boys and 56 girls aged 14-21 from indigent families from June 18 to August 30. Each adolescent was to work 26 hours a week at $1.25 per hour. The total budget of $46,583 was to include financial assistance, education, counseling and two trips. The Board of Education employed 67 as aides in the cafeteria, high school office and for custodial care. Thirty-eight worked at the Naval Air Station, four in the county library, two in a nursing home and two in the Day Care Center. One each was employed at the Welfare Board, Youth Commission, and Employment Security. In 1966-67, two were assigned to the Preschool Program classroom as aides, in the fall of 1967, another came and in the spring of 1969, a fourth helped with PSP.

The Community Action Program (CAP), located in the same building as the Tri-County Regional Education Center, was also funded by OEO. In the summer of 1968 and before its termination in February 1969 the Board of Directors included five representatives from each of Calvert, Charles and St. Mary's counties, with Mr. Brent Thompson, Helping Teacher in Mathematics, and Mr. Joseph Carter, head of Social Service, being the two from St. Mary's county. Both men had rather frequent contact with the Preschool Program. On the CAP central staff were two community aides from each of the counties, with one of those from St. Mary's, Mrs. John Lyles, having children in PSP and another, Mrs. Margaret Mathis, later participating as a PSP aide.

Other programs. Two Vista volunteers arrived at PSP in December

1968 with one being drafted by February 1969, leaving the other to assist with various aspects of the program including help in the classroom, transportation of pupils and mothers, arranging meetings for starting a credit union which included PSP families and others, and setting up a community garden for the summer of 1969 on land donated by Mr. David H. Smith, principal of Banneker school.

Under an October 1967 Department of Labor grant of $7,640, Adult Basic Education classes were conducted. An additional $560 was received to continue classes for parents in the Preschool Program during the summer months. During 1968-1969, one class was conducted on Wednesday mornings in the PSP office for increasing reading and arithmetic skills while a second was for functional illiteracy. None of the Title III mothers were on hand to receive their certificates during an evening ceremony with others in the county who had been attending other classes.

During each summer, St. Mary's County Youth Commission opened areas for swimming and recreation to which county children could be transported.[37]

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[37] Further reference to this is made in Chapter II, Part B, in minutes of the Advisory Committee.

Chapter II

OPERATION OF THE PRESCHOOL PROGRAM

Introduction

Having noted something of the legislation, planning, population, and other projects underway in the area, we can now follow operation of the Preschool Program from its inception in October 1966 to its termination in June 1969. In doing this, we shall first describe (A) how classes began, some characteristics of the children, and our observations of the classroom during the third year. In the next section (B), concerns of the Advisory Committee are noted as they were expressed during the first semester, together with some consequences of these for the project. (C) is a brief chronicle covering the basic approach of this effort and how it developed as the program carried on. A discussion of project staffing follows in (D). Parental participation is analyzed in (E) in terms of how it was encouraged and who were involved.

A. Operation of the Classroom

Planners of the Preschool Program had anticipated that about 200 families in the Mechanicsville area would have children eligible for this training in September of 1966.[1] When we attempted to find out by what avenues the children not attending kindergarten were recruited for the Preschool Program that fall, we learned that names had been compiled by schools, by local health and welfare agencies, by neighborhood referral, and by PSP staff visiting families in the area. From the schools had come names from fall registration lists of children known to be deprived and to have younger siblings at home who might benefit from preschool training. On two lists we saw, 72 children had come from Mechanicsville Elementary School and 32 from Mother Catherine Spalding School. Among these were 20 names appearing on both lists. Other names were supplied by White Marsh and Dynard schools. But aside from the PSP's general request to schools to provide names of large deprived families, apparently no further stipulations were made, nor was there evidence of the establishment of criteria and formulation of questionnairs that had earlier accompanied selection of children for Title I in one school.

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[1] During the next fall (1967) public school, one-semester half-day kindergarten with county-paid school bus service became available, although not in every elementary school. For a summary of the development of kindergartens, see Table I-15.

In addition to schools and agencies, PSP staff went to neighborhoods to inquire about the possibilities of children there aged four and five years who were not in kindergarten. These homes were then visited by the director and secretary, as were other likely-looking houses they happened to pass on the way in order to investigate and to recruit. When additional children were needed during the second semester because of withdrawing of families, PSP staff visited other homes in the area whom they thought might join.[2]

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[2] This effort to learn who had come into the program and why they did was

In a November 28, 1966 compilation of eligible five year olds by PSP, it was noted that average number of siblings for the 28 white children (8 boys and 20 girls) was 3.6, whereas for the 36 Negro families (19 boys and 17 girls) it was 5.9. According to their impressions, standards of homes in both groups were rated in this manner:

	White	Negro
Lower	10	25
Upper lower	9	11
Middle	9	0
Total	28	36

Later, when 88 children were counted as being the total of the program (perhaps during the second semester fall of 1967) 60 were listed as Negro 28 as white.

As Table II-1 shows, 79 families enrolled their children during the first semester February-June 1967. During the five semesters of the program most of the children attended one semester while some were held over once and a few were in for three semesters. To the original 79

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done by way of exploring feasibility of setting up control groups for evaluation. When it was discovered, however, that all available children had been swept into the program under the general rubrics of age, family size, and, to an undetermined extent, family impoverishment, we found that adequate controls could not be established. If evaluative research had been thought of in the beginning of the program, it probably would have been manageable to extend the geographic area from which families were drawn (which actually was done anyway when the classes had to be moved 12 miles from the original center at Mechanicsville), thereby increasing the potential number of those eligible. Then there should have been some agreement on criteria that could have been communicated to all concerned before some procedure was worked out for those eligible to be selected by random methods, half to be in the program and half to proceed as they would without program aid. Testing of all these children before the program began would have given a further basis of control and comparison.

TABLE II-1 Number of children and families in the Preschool Program from February 1967 to June 13, 1969.

Category	Number
A. Children attending classes each of the five semesters	
1. February-June 1967 (one morning/week: Mon., Tues., Wed., or Thurs.)	79
2. September 1967-January 1968 (two mornings/week: Mon.-Tues. or Wed.-Thurs.)	19 19
3. February 1968-May 1968 (two mornings/week: Mon.-Tues. or Wed.-Thurs.)	18 18
4. September 1968-January 1969 (two mornings/week: Mon.-Tues. or Wed.-Thurs.)	17 16
5. February 1969-June 1969 (two mornings/week: Mon.-Tues. or Wed.-Thurs.)	17 18
B. Families sending their children to PSP for the first time in:	
February-June 1967	79
September 1967-January 1968	5
September 1968-January 1969	2
C. Total families who had children in classes	86
D. Families sending one child for one semester only (23 in February 1967; 2 in September 1967; and 1 in January 1969)	26
E. Total children in the classes.	185
Children attending one semester	149
Children attending two semesters	27
Children attending three semesters	5
Attendance records not complete	4

families were added five who entered during the next year and two who were in it for the first time during the final year, making a total of 86 PSP families and 185 children. Of these, 26 families had only one child in the program for one semester, mostly during the first one, which meant that from June 1967 to June 1969, only 60 families were in PSP. Average size of the eight classes during these two years was 17.7. During the spring of 1967, each child attended one morning a week in classes of 20 or so that met either Monday, Tuesday, Wednesday or Thursday from 9:00-12:00. Transportation was provided by volunteers or by the teaching and other staff for children as well as for the mothers who were encouraged to come each time. Children's snacks were contributed by interested citizens as were toys, toothbrushes and paste by a dentist, and clothing. During afternoons, the teacher, nurse and social worker visited pupil homes, while Fridays were to be reserved for staff development.

Although it had been originally thought that each class of 20 could meet in one or another of the houses, it soon became apparent that this would not be feasible. With Mechanicsville Elementary School at the center of the area, it would have been convenient to hold classes there except for the unavailability of space.[3] The nearest school having room was Banneker Elementary, making available three of its classrooms to the program, not only for the children's classroom but also for an office and a Parents' Lounge. Beginning in the fall of 1967, it provided services of its cafeteria to prepare lunches each day for PSP children and for staff, mothers and visitors to purchase.[4]

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[3] The balance of school enrollments seen on Table I-11 apparently prevailed later.

From project funds, furniture, toys and instructional materials were bought for the classroom, as were new desks, files and equipment for the office. The Parents' Lounge was furnished through donations, including a refrigerator and chairs presented by a local merchant, Mr. Raley.

Having mentioned in Chapter I that children from the Preschool Program also participated in the Head Start (in the summers of 1967 and 1968) and Title I projects which had many parallels to PSP, we can now indicate numbers involved. As indicated in Table II-2, the group of preschoolers not enrolled in the other programs tended to be those actively in PSP classes during the final year when this tabulation was made. Only about one-sixth of all children in PSP had not been enrolled in other programs even though it was possible for them to have done so. A larger group (28.1 percent) had gone into Title I and smaller percents had been in PSP and Head Start or in all three projects. Thus, for almost half of the children, their experience in federally subsidized programs had not been confined to Title III along by the time the testing was done in 1968-69. Moreover, among the controls tested were children who also had been in Title I and/or Head Start.

Health needs of the children were given attention by the PSP nurse who made arrangements for physical examinations, immunizations, and dental with OEO Head Start which supported most of this. Of 88 children in the program at one point, it was recorded that 60 of them had received their medical examinations. In the careful records kept during the final

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[4] School lunches were paid for out of PSP funds but use of space and attendant custodial services were not.

Table II-2 St. Mary's County children in the Title III Preschool Program only, in PSP and Title I, in PSP and Head Start, and in all three programs.

Category	Children	
	Number	Percent
In Title III Preschool Program only		
Children in enrolled in the final two semesters	69	37.1
Children from previous semesters	31	16.8
In PSP and Title I	52	28.1
In PSP and Head Start	21	11.3
In PSP, Title I and Head Start	12	6.4
Total	185	99.7

year of the project by Mrs. Maxine Kelley, it was possible to tabulate types of health problems of the 69 children (Table II-3) in classes during that time. Tabulation of dental caries in the next table (II-4)

Table II-3 Health problems among the 69 Preschool Program children enrolled during 1968-69.[1]

Type of problem	Number of Children
Needed nutrition evaluation	7
Hemoglobin below 11 grams[2]	6
Ear-eye (hearing loss, cataracts, poor visitation, etc.)	4
Palpable thyroid	3
Genital-urinary[3]	2
Speech defect	2
Other	5

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[1] Some children had more than one health problem. Not included here were positive tine tests nor the one child being given I.N.H., probably for TB.
[2] Children aged 3-6 should have a hemoglobin level no lower than 11 g.
[3] In one case the problem was probably related to lordosis.

showed that whereas four out of 10 of the children had none, the remaining had from one to 15 at the time they were examined.[5]

Table II-4 Number of caries found in dental examinations of Preschool Program children enrolled 1968-69.

Number of caries	Children Number	Percent
None	27	39.1
1	7	10.1
2	6	8.6
3	3	4.3
4	6	8.6
5	6	8.6
6	1	1.4
7	1	1.4
10	3	4.3
11	1	1.4
12	1	1.4
13	2	2.8
15	1	1.4
Not examined[1]	4	5.7
Total	65	99.1

[1] They resisted or were not brought in to keep their appointments.

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[5] The possible existence of fluoride compounds in the wells and springs of some areas of St. Mary's County or in certain streams entering Chesapeake Bay was suggestive enough for further investigation on this aspect of tooth decay control. For further data about health care of PSP children, see page II-25.

When the children came to PSP in February, 1967, they were given opportunity for free play with various materials as well as for story sessions. Field trips, playground games, visitors and snack times afforded other avenues for experience, as they did in the following four semesters. In other respects the first semester's operation was different from the other four in having classes once a week instead of twice a week for each child, handling 79 instead of between 33 and 38 children each semester (Table II-1), having volunteers drive children and mothers to and from Banneker instead of four drivers paid on the same basis as county school bus operators, and having donated snacks for the boys and girls instead of two meals paid for by the program.

During the final year, the teaching staff was headed by Mrs. Sandra McDonald, who had been on the Advisory Committee[6] during the first semester when she was a first grade teacher at Mechanicsville School and who was the daughter of Mrs. Louella Waters, Adult Basic Education instructor. Assistant teacher was Mrs. Nancy Royalty, whose husband was at the Naval Air Station, and who had been among the Presbyterian Women Volunteers the year before. Mrs. Rachel Wilson, mother of a preschooler, was a classroom aide, while Miss Mary Frances Butler, assigned from the Neighborhood Youth Corps, also helped each day. Another who assisted in the classroom frequently was the Vista volunteer, Mr. William Timm.

The daily schedule posted on the classroom bulletin board (Figure II-1) was augmented by a description of goals and equipment (Figure II-2).

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[6] See the next section of this chapter.

Figure II-I Schedule of each day of classes of the Preschool Program as posted on the classroom bulletin board March 11, 1969.

"9:15 - 9:30	Arrival, Greetings while taking off coats.
9:30 - 10:00	Breakfast and conversations.
10:00 - 10:10	Toothbrush activity
10:10 - 10:25	Organized group activity (Music, rhythms, story hour, pictures, painting and art activities)
10:25 - 10:55	Free Play
10:55 - 11:00	Clean-up time
11:00 - 11:20	Outdoor activities (In inclement weather--gym)
11:20 - 11:30	Lunch preparations
11:30 - 12:00	Lunch and dismissal"

To these outlines were added trips to local facilities such as the Naval Air Station and an orchard, holiday celebrations such as a Halloween party (Table II-8 p. 3), cutting a tree in the school woods for Christmas (December 1968) which parents helped to decorate, rolling

Figure II-2 Preschool Program classroom arrangement and goals as posted on the bulletin board March 28, 1969

"I Arrangement

- A. Block Corner -- large space
  - 1. Learning many things
    - Math lesson -- counting
    - Solid Geometry -- up and down, compare sizes
    - Social Studies -- animal on a farm, fireman, we are in a zoo, fences
    - Architecture -- building with firm foundation
  - 2. Imagination -- creative ideas, expressing ideas
- B. Housekeeping corner
  - 1. Do like mothers do at home
  - 2. Wash dishes, serve tea, take care of baby dolls
  - 3. Dress up -- pretend
- C. Reading shelf -- rack to display books
- D. Easel painting (lots of light)
  - 1. Learn colors
  - 2. Self expression -- use own ideas

II Curriculum

- A. Water play -- blow bubbles
- B. Clay -- good, small muscle development, finger paint
- C. Colors -- using scissors
- D. Giving a play -- music, story time

III Goals

Present school as an adventure, fun, exciting to learn, good places to come.

Develop self confidence

Support

Praise

Consistent"

Easter eggs on the White House Lawn (April 1969), and consultants such as a folk singer to entertain and another to demonstrate dances.

With one group of children coming in Monday and Tuesday, the other on Wednesdays and Thursdays, we arranged to observe the classroom to include both groups as evenly as we could.[7] On these occasions, we watched the transition from one activity to another on the schedule as well as use of equipment such as magnets and iron filings, a magnifying glass, a turtle and rabbit, or the planting of flowers to take home on Mother's Day. We noted that boys usually sought out the wooden airplanes, building equipment, trucks and pegboards. Occasionally, they would put a doll in the cradle and take turns talking on the pink toy telephone. Once during dress-up, two boys put on women's clothing while two others donned men's attire. Girls had ample chance to play house and were led in dancing or using rhythm sticks to the recorded music by the aides. Although no boys and girls were seen to take a book from the rack, stories were read to them.

Mealtime, with food prepared in the Banneker School cafeteria similar to that served to the rest of the school, furnished a setting for interaction among staff and children. With the help of boys and girls, the aides set up the two tables. Everyone then sat where he wished and helped to pass the bowls of food around. Through this, it was possible to convey ideas about table manners, placement and use of cutlery, sharing, finishing what was on one's plate, taking seconds, trying new foods,[8] reasons for including items on the menu ("Meat makes you grow big and strong."), and a sense of appropriateness in eating ("Please don't mix your milk and juice."). Conversation was initiated by staff of how food was grown, about gardens ("Do you have a garden at home?"), colors, numbers, and names. Children learned to clean up after themselves and generally sat at the table until they and most of the others had finished.

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[7] All told, we were able to sit in classroom sessions taking notes of what we saw on Wednesday, October 9, 1968; Tuesday, January 7, 1969; Tuesday, March 25; Thursday, March 27; Thursday, April 24; Tuesday, April 29; Thursday, May 8; Tuesday, May 13; and Thursday, May 29.

Cleaning up was also a sequel to other activity, with constant admonition from teachers and aides for the children to put toys back on the shelves when the time was up. The tightness of the schedule at times also was seen to preclude leisurely concentration on puzzles or games. The room had to be tidy quickly before another activity would begin. Another emphasis that pulled children from some absorbing task was having them act in concert, that is, to go down the hall as a group, to form a circle to play kick ball, or to put on their coats and line up to go home.

Although teachers and aides set the stage for conversation in the various activities, verbal response by the pupils to grownups tended to be minimal beyond a shaking of the head yes or no.[9] Occasionally, one or another child would tell the adults something on his or her own volition or volunteer something around the table for the teacher and others to hear. At any time during free play, pairs or sets of boys and girls might be telling one another something about the materials in hand, but for the most part, not much talking was done by these preschoolers. Around the table, head and arm gestures sufficed as much as words for boys and girls to get attention from one another, pass food bowls around, and to respond to a question.

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[8] Mrs. McDonald brought in some radishes for them to try one day, for example.

[9] That this was not confined to the PSP classroom was evidenced by the story told by a first grade teacher to her peers of how she got a response from a child. Exasperated by the fact that he would never respond except by nodding yes or no, she finally told him one day, "I'll tie you up with a hair and beat you with a feather if you don't answer me. This broke him up so that he started saying yes and no."

We tried to discern some of the reasons for this rather one-sided teacher-pupil interaction. For some clues to this, we can use as an example the showing of a filmstrip. During this, questions asked by the teacher were relevant to what they had been doing in class the day before and were aimed to stimulate them to look for items in the picture, either familiar or new. As the story unfolded, the class was asked what they thought of the events happening to the animals and people therein and what might occur next. For every child watching attentively, however, there was another wriggling or tussling with his neighbor, probably more difficult for the teacher to live through than the absorbed portion of the class. But laudable as the presentation was, the one lack was sufficient time for children to pore over the picture and to formulate a reply. Questions continued to come from the teacher whether or not there was an answer. Perhaps the swiftness of the pace set was derived from experience of the teacher in usually having few of her questions answered either on this day or on others as well as experience of the children in being queried a lot and told what to do without really being pressed for some response: we observed that events went on whether children contributed or were silent.

With verbal facility being at the core of program aims, it appeared that the skills and kindliness of the teachers and aides should have been augmented by changes in administrative procedures. One of these should have been having the director observe the classroom in a routine, sustained fashion, perhaps in company with the consultants provided for the project, in order to have them become aware of processes that needed shoring up. Another was to alter the supervisory role to become that of an exemplar of interaction rather than of giving direction. Just as the classroom aides were seen to emulate methods of the teachers so the teachers appeared to adapt a manner of speaking to children parallel to how they were talked to by the director. Hers was a didactic model that seemed to be made a part of the instructional operation. It was evidenced by her tendency to stop the staff member she wished to tell something wherever they might meet, even though it might be in the middle of a crowded room, before she moved on to someone else. Very seldom was anyone alone with her long enough to be able to seek information instead of merely providing briefly worded replies to her questions. But if her perception of her supervisory role did not permit dialogues to occur, her knowledge of the importance of verbal skills might have suggested that explicit attention be given to stimulating conversation and communication in the Friday in-service training. Another arena in which this staff as well as most others needed more acquaintance with was in increasing cognitive skills of children. Consultants could have been available, for example, to help sensitize them to the need and techniques of teaching abstract reasoning. Re-enforcers could have been introduced for the lengthening children's attention span. Greater innovation could have been encouraged in the classroom to permit boys and girls to remain at tasks that absorbed them beyond the time of clean up or to help one another solve puzzles. This assistance to children in helping them to develop cognitive styles attuned to that expected of them later in school perhaps as much as any other factor may have facilitated their total progress.[10a]

A fourth modification of classroom procedures could have been to incorporate mothers into instructional processes rather than to relegate them to activities essentially peripheral, such as making Easter baskets in the Parents' Lounge. The importance of this in teaching alternative patterns of interaction between mother and child in aiding the children to adapt later to the wider society is strongly suggested by data recently collected by Young among families probably quite comparable to these. In her words:

> "Negro childhood and family represent a distinctive complex both institutionally and behaviorally. They exhibit organization, values, and behavioral styles that differ from the White cultural tradition. The indulgence of the baby, the constant human environment [rather than drawing attention to things and materials] linking of aggression and love, the simultaneous encouragement and control of aggressiveness, the early entry into the children's gang, and the devotion of childhood to baby-tending and to the cooperative group of brothers and sisters, all are distinctive forms of behavior that, taken as a whole represent an integrated cultural pattern."[10b]

[10a] Research on cognition suggests that children from backgrounds defined as deprived may develop styles of thinking that tend to be more concrete than the abstract processes required of them in school. The cognitive styles of such children, therefore, may place them at a disadvantage that increases with their years in school. For a detailed discussion of research on this see Rosalie Cohn. "Conceptual Styles, Culture Conflict, and Nonverbal Tests of Intelligence." American Anthropologist. Vol. 71, No. 5. October 1969. Pp. 828-856.

[10b] Virginia Heyer Young. "Family and Childhood in a Southern Negro Community." American Anthropologist. Vol. 72, No. 2. April 1970. P. 286. For her data, she observed and recorded in detail behavior of parents and children in their own houses and yards. Our addition is in brackets.

Rather than exposing only the children to new experiences, mothers might have been a part of a learning laboratory, perhaps a few for several weeks at a time, in a three-layered classroom structure in which they could have been taught to instruct their children, in turn, with materials in hand. Here would have been concentrated maternal involvement in contrast to what was considered a kind of "clambake" participation by one county observer. It may also have served to mitigate some of the lack of carryover of program goals to further schooling that we found for three of the mothers among the most active in PSP.[10c]

[10c] One mother failed to register her children in kindergarten, in spite of strong emphasis on this in PSP. Another told a teacher to speak harshly to her child as the only way he would understand. The children of a third were difficult for other teachers to incorporate into classroom work.

B. The Advisory Committee

Shortly after classes began, an Advisory Committee was set up composed of members of the public and parochial school systems of St. Mary's County, of the Community Action Program, and of the health and welfare departments of the Preschool Program staff, as well as of others directly involved with PSP.[11]

Details of these meetings are spelled out here because each is significant in our consideration of the milieu in which the Preschool Program was organized and carried on. Most of those attending the first meeting, for example, were later listed as guests at PSP events or they performed services for families therein, joined the PSP staff or acted in other ways to facilitate its goals. Minutes of these sessions also served to indicate the diversity of effort being made to help county families in addition to the Preschool Program.

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[11] According to Minutes of the Advisory Committee Meeting of March 13, 1967, St. Mary's County representatives present at the meeting were:

Mr. Joseph A. Mattingly, Chairman
Dr. Robert E. King, Jr., Superintendent of Schools
Mrs. Beulah Bennett, Visiting Teacher
Miss Mary-Elisabeth Hoff, Supervisor of Special Programs
Mr. James McCleaf, Guidance Supervisor
Mr. Henry Lee, Principal of White Marsh School
Mrs. Louella Waters, retired St. Mary's County Teacher
Mrs. Nellie Burroughs, White Marsh School, First Grade Teacher
Mrs. Sara Morris, Banneker School, First Grade Teacher
Sister Joseph Theresa, Mother Catherine Spalding School
Mrs. Margaret Mathias and Miss Julia Hebb, Community Action Program
Dr. Emma Barbarich and Mrs. Grace Ann Guy, Health Department
Mr. Joseph Carter, Executive Director, Welfare Board
Preschool Program staff, including Mrs. Lois K. Groome who was Acting Secretary of the Advisory Committee.

The status and potential of this committee were manifest not only in its membership but also in the locale of its first meeting, the questions asked by its members and the subcommittees formed. Having convened in the Grand Jury Room in the Court House in Leonardtown, the committee heard the Preschool Program director speak about its operation. Questions were then asked about availability of records on these children for first grade teachers next year and whether the program would "aid these youngsters so that I won't have 25 repeaters in first grade next year as I have this year."[12] Also asked was, "Are any tests administered and will there be evaluation?"[13]

More of the operation of PSP was revealed through minutes of the second Advisory Committee meeting in April in White Marsh School when subcommittee reports on home visits and curriculum development were discussed. Aim of the report on home visits was to explore feelings of parents regarding these as well as to find ways of coordinating them to avoid either duplication of effort by other community agencies, including Title I teachers, or the neglect of other families. Speaking as chairman of the Curriculum Development Subcommittee, Mrs. Nellie Burroughs led a discussion of ways preschoolers could be helped to become prepared better for first grade through experiences designed to increase vocabulary, listening ability, following simple directions, and sharing. These reports were followed by a suggestion from Miss Mary-Elisabeth Hoff that children be held over in PSP if found unready for first grade. Another issue considered at this meeting was the problem of poor attendance at the Adult Basic Education class formed at night for parents of first graders "due to lack of transportation and baby sitters."[14] There was also intention to follow up on all PSP children who go on to first grade and to continue working with younger siblings and families.[15]

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[12] Ibid.

[13] Ibid.

Two other services aimed at the children of St. Mary's County were mentioned in the third Advisory Committee at Mother Catherine Spalding School the following month. Thirteen members heard Mr. Al Barthelme, head of the County Youth Commission, describe the summer play camps available to all county children, slated to open in June for five days a week for nine weeks including:

> "two new ones of special interest to our people--one in the Clements area (old Clements School) and one near the St. Joseph's Project.[16] These...will be supervised by Neighborhood Youth Corps boys.[17]"

Mention also of the Day Care Center to be opened at the Holy Face Church[18] further illustrated concern in the county for child care.

These highlights of the committee's discussions not only illuminated subsequent PSP operations, but also its omissions. It was observed in the February-June 1969 semester, for instance, that Mrs. Burrough's goals were being translated into PSP classroom procedures by Mrs. Sandra MacDonald, the head teacher, who had participated in the first Advisory Committee meeting. Our records showed further that a number of children repeated PSP before entering school (Table II-1). Moreover, to circumvent difficulties of attendance at evening Basic Adult Education, a Wednesday morning class was formed at Banneker for PSP mothers with Mrs. Louella Waters, a committee member, as one of its instructors. Younger brothers and sisters of PSP children were included in the second through fifth semester, and testing of children with the Stanford-Binet Intelligence Scale was done by Mrs. Nanette Vincent for her M.A. thesis at the University of Maryland and by Dr. Leon Rosenberg for obtaining more information about his Johns Hopkins Perceptual Test.

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[14] Minutes of the Advisory Committee to the St. Mary's County Preschool Program, April 17, 1967, Lois K. Groome, Acting Secretary.

[15] Ibid.

[16] The "old Clements School" was a wooden structure no longer in use. The St. Joseph's Project for housing had been organized some years back by the parish priest. Some of the families in the PSP lived there, others were neighbors to it.

[17] Minutes of the Advisory Committee to the St. Mary's County Preschool Program, May 15, 1967, Lois K. Groome, Acting Secretary.

[18] Ibid.

C. Envolvement of Goals and Activities of the Preschool Program

Although Title III of E.S.E.A. was aimed toward the disadvantaged, its parameters were broad enough for the Tri-County Regional Education Center director in September 1967 to indicate some distinctions between it and the OEO project that it shared the Hartman building with, in Hughesville, Charles County:

> "The Tri-County Regional Education Center is often confused with the Tri-County Community Action Committee.... CAP is part of the war on poverty and is funded by the Office of Economic Opportunity. All of its programs deal primarily with the economically and culturally deprived in the Southern Maryland area. Our organization ... is funded by the U.S. Office of Education and deals in educational change and innovation. Although we are very interested in the economically and culturally deprived in the school community, our programs cut across all economic and cultural lines and touch (hopefully) every segment of the school population. We serve as a resource and not in competition with the school systems, public

and parochial, of Southern Maryland."[19]

In this same issue, the Preschool Program part of the overall Center effort was described as involving four- and five-year-olds and their parents to provide them with cognitive and group experiences and to improve their physical health and emotional adjustment, words that echoed those of the planners noted in Chapter I.

But in view of the avenues of recruitment of children to the program as it began to operate, it is not surprising, and perhaps inevitable, that earlier that year on March 13, 1967, the PSP director should have noted in a report to the Board of Education that social work is an equal partner in the operation of the program. Moreover, one goal was to be identification and intervention which would lead into the program's referral service. Families were to become aware of and to use the available services in the area. PSP also wanted to assist and work with agencies that its families were known to.

By November of that year during the second round of classes, the problem aspect was emphasized still further in the Center's Newsletter such that general purpose of the project was to enable the:

> "Tri-County Regional Educational Center to initiate a program that was obviously called for; one that would mitigate against the combined forces of deprivation and isolation."[20]

Especially as:

> "The economically and educationally impoverished rural children and parents have a greater need for socialization due to phy-

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[19] Newsletter. Tri-County Regional Education Center. Hughesville, Maryland. September, 1967. (Mimeo) P. 1.

[20] Newsletter, Tri-County Regional Education Center, Hughesville, Maryland. November, 1967. (Mimeo) P. 1.

> sical isolation of the homes than do urban youngsters coming from similar degrees of poverty."[21]

Somewhat after this, in the February, 1968, application to the Office of Economic Opportunity to fund evaluation, the PSP director described it as:

> "designed to involve the target population (100 families of educationally and economically impoverished people in St. Mary's County) with an interdisciplinary staff in a preschool center."[22]

Furthermore, it was:

> "an intervention program designed to prepare young culturally deprived children in a rural area for better success in school."[23]

Though the main emphasis of the program was to be on the children, programming was to concentrate intensively upon the family. With mothers the focus of this intervention program, one of the major objectives was to help them learn methods of working with their children at home toward improving the intellectual and social functioning of children and helping them to carry out in the home activities attempted and initiated at the Preschool Program. It was believed by the director that a preschool program predicated upon this philosophy would help the target child and family "see themselves as people of worth, capable of learning, able to make a contribution to society, and therefore, no longer deprived."

By May of 1968, PSP was viewed as an innovative, interventive program designed to prepare young culturally deprived children in a rural area for better success in school, a perspective which prevailed throughout the remainder of the project.

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[21] Ibid.

[22] "Research Project for Evaluation of St. Mary's County Preschool Program" Submitted to Office of Economic Opportunity. February 29,1968. P.i.

[23] Ibid. P. ii.

Thus, it can be seen that whereas the planners and subsequent administrators of the Tri-County Regional Education Center envisioned programs potentially beamed at every sector in the community, the pattern of PSP organization, needs of participating families, and value system of the director led to emphasis first on solution of problems of family welfare and then on intervention to change aspects of the home environment that were seen as preventing these children from being able to fit into the school system as adequately as others were.

If one were to characterize the primary thrust of PSP from October, 1966, through June, 1967, it could be seen that it was to solve the many problems of getting children recruited, staff hired, space, and equipment bought, and classes underway. Also, as seen in minutes of the Advisory Committee there was some attention to establishing laison of PSP with the school system and other community agencies.[24] During the second academic year, September, 1967 to June, 1968, increasing emphasis was given to visiting families, to following up first semester PSP children in six of the schools to which they had gone, to being a catalyst for establishing links between community agencies and families they were set up to serve, to planning programs for involving parents, and to bring PSP to the notice of others in the county as well as in the professional world beyond through staff attendance at meetings and building up of individual contacts. This latter effort to establish relationships with representatives of the community, of academia, of state and federal agencies, of professional organizations, and of potential contributors was sharply accelerated during the third year as the chief goal became that of continuing the program beyond its scheduled termination of June 1969. If the first year could be said to have internal orientation, the second both internal and external policies, the third was manifestly characterized by almost complete administrative preoccupation with the outside world in the campaign to obtain further funding.

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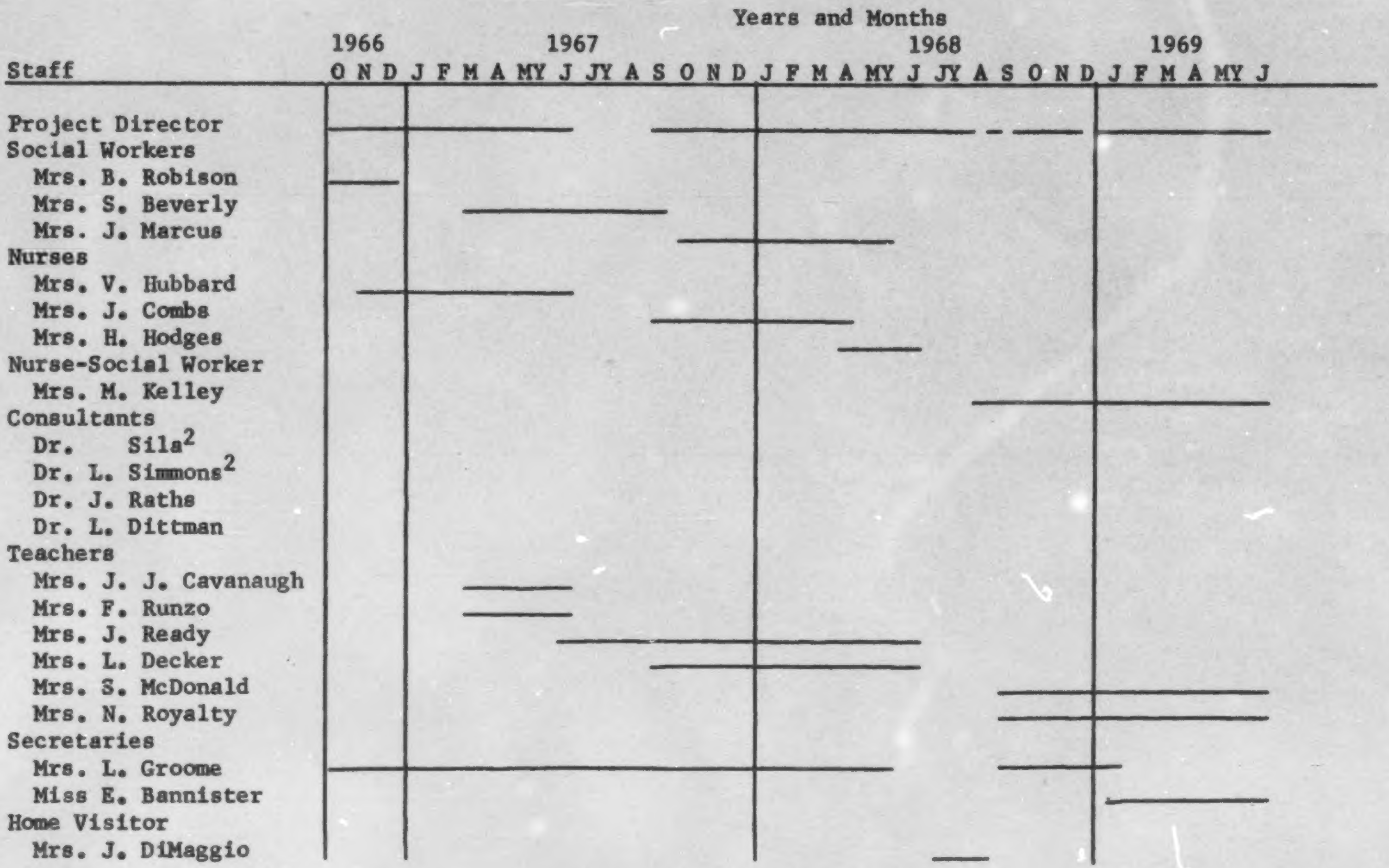
[24] In the April 1967 Application for a Continuation Grant to Operate Tri-County Regional Educational Center of Southern Maryland, on page 5, PSP contacts already made with other agencies included the: University of Maryland, Catholic University, Howard University, St. Mary's County Health Department, Welfare Department, Catholic Charities, Farmers Home Administration, Community Action Program, Office of Economic Opportunity, Women's Clubs, Homemakers Clubs, Association for the Handicapped, and others.

D. Program Staffing and Activities

In Figure II-3 are listed PSP staff members, their titles and duration of employment. Also included are names of volunteers and those participating as members of other agencies. With exception of the consultants and the director, all staff resided in the area. The original secretary, teachers and nurses were wives of men working locally at the Naval Air Station or elsewhere and they generally had children of school age. Some of the aides and drivers had children in the program. A number of those who came first as volunteers in the program were added to the payroll. Among those taking part who were based in other agencies was the principal of Mechanicsville School, who carried on home visiting during the summer of 1968, and most of the consultants. The only full-time male member of the staff was the social worker who came for the second academic year, 1967-68. Other men were the Vista volunteer, four of the

Figure II-3 Names and period of involvement of paid and volunteer staff of the Title III Preschool Program October, 1966 to June, 1969 (first of three pages).



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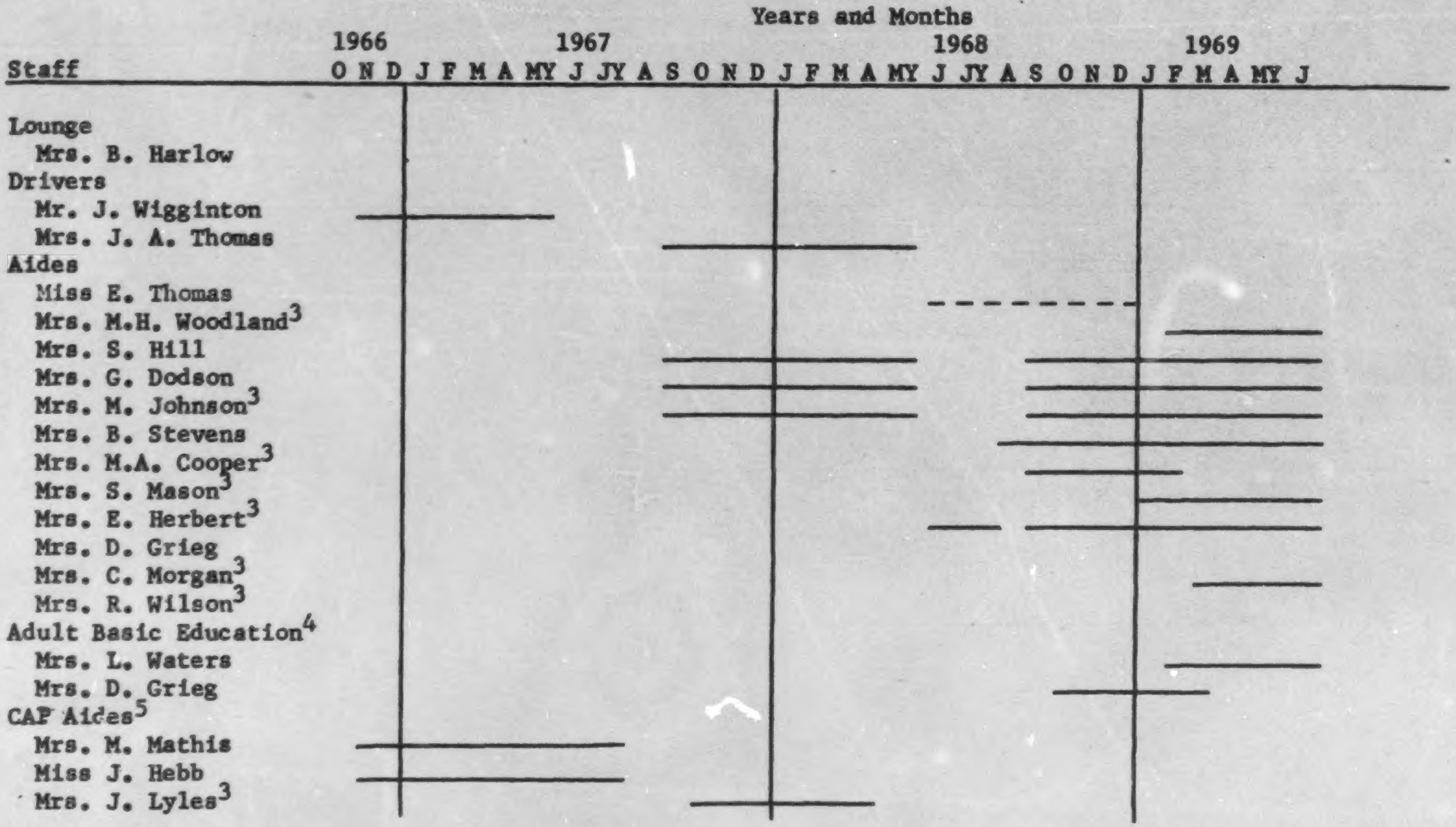
[1] Also part of the Title I staff half time

[2] Came one day a month

Figure II-3 Names and period of involvement of paid and volunteer staff of the Title III Preschool Program October, 1966 to June, 1969 (second of three pages).



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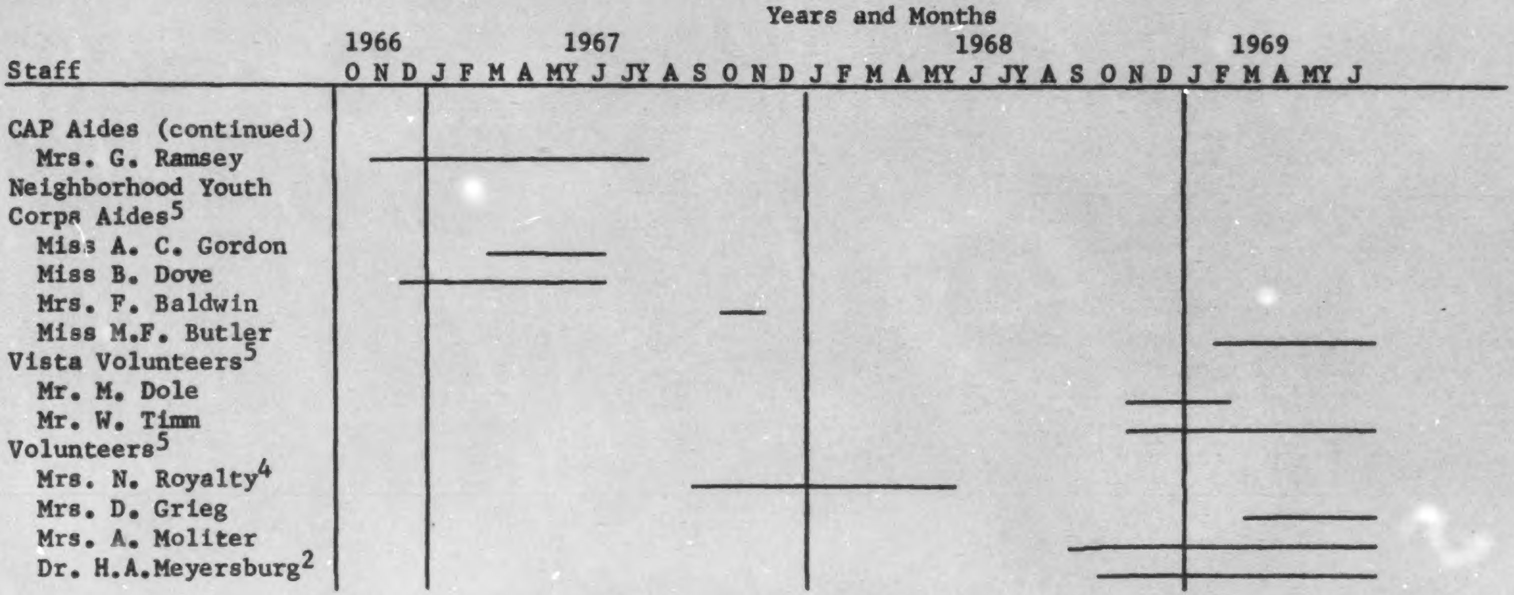
[3] Had a child in PSP
[4] Came one morning a week
[5] Not paid for by Preschool Program

II - 24c

Figure II-3 Names and period of involvement of paid and volunteer staff of the Title III Preschool Program October, 1966 to June, 1969 (third of three pages).



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[2] Came one day a month

[4] Came one morning a week

[5] Not paid for by Preschool Program

consultants and one of the drivers during the first semester.

From records and participant observation we were able to learn about some of the activities and attitudes of the staff. Duties of the nurse shared with Title I, for example, were spelled out in the log she kept from October 10, 1967 to January 12, 1968. According to this account, in addition to the expected measuring of children's height and weight, conferences with parents and teachers about infections or other health conditions of the children, and record keeping, this nurse made home visits, did health referrals, picked up children to take them to a clinic, observed children at play, had conferences with the director and other staff, and sent reports to pupils' homes. Health education was also done with drivers and parents through films and arrangements with the health department on topics such as family planning and vitamins. On one day (November 29) she attended a nutrition conference in Washington, D. C., while on others she met with the speech therapist, with the Title III liaison, observed in a hearing clinic, arranged dental appointments, supervised children during lunch and toothbrushing, and delivered 11 Christmas packages to children's homes.

Her successor the following fall (1968) on a full-time basis carried on most of these activities in addition to the full load of a social worker, as it was not possible to hire a replacement for the man who had resigned the previous June. From this RN's meticulous records in 1968-69, we were able to learn much about her home visiting, health and dental care and needs of the children, and family problems, information which is summarized elsewhere in this report. (Tables II-3 and 4, and Section E).

Program records also indicated a complete turnover of the professional employees from one academic year to the next, together with statements by the director and other data which suggested some of the reasons. Although some had departed because of greater family responsibilities and the like, others had left because of differences with the director. Staff relationships were somewhat implied in a few of her written statements about the program having to overcome biases among disciplines, about having to work out a common language, and about the difficulty of the team approach. She also noted the difficulties in obtaining qualified and trained staff and on several occasions wrote or spoke disparagingly about former PSP employees.

These references to staffing also underlined geographical isolation of the county as well as its rurality which raised barriers to attracting professionals to staff a federal program such as this one. In spite of salaries generally commensurate with those in metropolitan centers and greater than most of those in the local school system, the fact that PSP was focused on education of very young children, was slated as a pilot project for three years, and was one of 23 Title III within the State of Maryland alone and of many more in the rest of the United States meant that the number of interested persons qualified for the posts of director, social worker, teacher, and nurse was probably not great. With the latter three positions requiring fewer years of schooling, however, there was a greater possibility of recruiting them from among wives of Naval Air Station personnel who, indeed, were among those hired. But when the job requirement for the director called for someone having graduate degrees and experience in early childhood education, this meant looking for a woman, as few men are yet in the field. It also meant that the person either had to commute from an area where her husband might be working or else be single and thus potentially more mobile. These circumstances, then, were not only critical here in the way the PSP directorship was filled, but would hold under similar situations of demand for professionals elsewhere. As it turned out, the person hired as the PSP director moved from the city from which she had been recruited to a suburb of Washington from which she commuted the 50 miles to the county by bus until she learned to drive and acquired a car.

Having made these observations relatively early during our field work, we became interested in assessing the tenor of relationships between the director and staff during the final year of PSP because of its possible implication for reaching program goals. In doing this, we recorded the quantity and quality of her interaction with personnel. We also inadvertently heard staff gripe sessions that occurred in the afternoon after she had left the office.[25]

Seeing the nature of her interaction with staff, we next wondered how this pattern may have been carried over or modified in her other contacts. Because we had to work in the PSP office during field operations, we could not help but notice the high proportion of time spent by the director in phoning agency heads or individuals locally, in Washington, D. C., or elsewhere whom she thought might help to promote the program in some manner. Even upon occasion when one or more of the mothers from the Preschool Program might be sitting beside her desk to talk with her, the director not only took incoming calls but also initiated others while they waited. We also found that the number of home visits she said she had made in her final report were not backed up by records either in the files kept by her staff in the PSP office or by those maintained in the Tri-County Regional Educational Center.

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[25] One source of complaint, no doubt echoed countless times elsewhere, was that with a director who viewed her role as a fountainhead of new ideas for activities but who delegated virtually all implementation to personnel and parents, staff members felt they had a great deal to do, in addition to the jobs they regarded as their proper provinces, in planning trips, covered-dish dinners, or the like.

At about this period in the fieldwork (January 1969), the able sociologist, R. Alexander Sim, co-author of Crestwood Heights and well experienced in community change programs in Canada and the United States, came for a visit to the Boek home. He had with him the draft of a manuscript which distilled quite a bit of his research experience and which seemed to us with other sources to provide an adequate frame of reference for our observations in St. Mary's County. From his discourse, we were led to see the director's actions as being directly comparable to those of a change agent, since in her own words she was operating an innovative intervention. According to Sim, a change agent may come as an outsider to introduce new goals into an ongoing social system. One problem in this is accommodation to others already established in the field: these he must be slow to condemn, for if he judges too harshly he will alienate himself from resources he requires and the community needs.[26] Using Simmel's work, Sim said that as an outsider the agent can also be considered a stranger. Although he may bring needed supplies, carry the news or give credit, he can be excluded from the clan and its secrets, yet still become the trusted confidant of many.[27] According to Sim, Homans had suggested that conformity with existing norms was commonly a safer way to attain status than attempts at change, which infers that in his role, the agent may not receive his rewards from the community in which he is working.[28] This was echoed in the work of Kahneman and Schild who noted that the role of a change agent is rather an ungrateful one since those he wishes to change may not appreciate the profit to be had from renouncing their former ways.[29]

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[26] R. Alexander Sim. "Intervention and Entry in Community Development." North Gower, Ontario. Unpublished dittoed manuscript. June 1968.

In view of this, they suggested that because his wish for status may not be fulfilled by the community itself, "the agent may tend to pursue a strategy which will increase at least his status rewards."[30] If he is rewarded by his employing organization for initiating change, he may increase his recognition from this by conspicuous action. They suggest further that the agent can most easily prove his industry and progress by organizing formal activities in the community, since attempts to influence by information flow cannot be demonstrated to superiors, a point of view underlined by Merton and Goffman elsewhere.[31,32]

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[27] Kurt Wolff. (Editor & Translator) The Sociology of Georg Simmel. Glencoe, Illinois. The Free Press. 1950. P. 402.

[28] George C. Homans. The Human Group. New York. Harcourt & Brace, 1950. Pp. 140-141.

[29] D. Kahneman and E. O. Schild. "Training Agents of Social Change in Israel: Definitions of Objectives and a Training Approach." Human Organization. Vol. 25, Spring, 1966, No. 1. Pp. 71-77.

[30] Ibid.

With respect to community opinion of the agent, Sim stressed that the worker should be aware of how his actions appear, including the place he lives, the way he dresses, his manner of speech, and even the way he walks, for these all signal information about him. All these will be commented upon, perhaps the cause of amusement, with all of this tending to occur behind his back. Under such scrutiny, his feelings of superiority, his arrogance or his ignorance will not be long hidden.[33]

It was Sim, also, who stated that the agent's intervention carries a promise of help but it must not be forgotten that this action is expected to help the outer society as well since they are the ones initiating and paying for the program. This donor system must be prepared to have the receiving system examine these underlying motives. With the golden rules of intervention being to help others as you yourself would prefer to be helped, it should be clear who the real beneficiary is. It is on the grounds, furthermore, of whose ends are to be served that the intervention must be judged.[34]

If we analyze activities of the PSP director along these lines, we note that she carried to the position administrative skills and ability to talk to diverse categories of people, but her abrasiveness alienated

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[31] Robert K. Merton. Social Theory and Social Structure. (2nd edition) Glencoe, Illinois: The Free Press, 1957. Pp. 341-347.

[32] Erving Goffman. The Presentation of Self in Everyday Life. New York. Doubleday, 1959. Pp. 44-45.

[33] Sim. Op. Cit.

[34] Ibid.

those who wished to strengthen her efforts or else forced their cooperation through their wishing to avoid trouble. Although she usually obtained what she wished, it was more on the basis of the squeaking wheel being the one to get the oil, as expressed by one person in the county, than the fact that this afforded pleasure or the sense of shouldering a burden together. Even as one individual admired the way she crashed through barriers to get things done, he indicated that perhaps in accomplishing one deed such as having a bi-racial pot-luck dinner, she had set back other gains such as long-term community approbation. In contrast to her methods, he had to take into account the fact of his remaining in the community after the project was over and being able to work with the others there over a long period. Actually, her condemnation of Title I and of the schools in order to gain an immediate point in an argument for her Title III program, together with her other actions such as chronically failing to show up on time for meetings,[35] ultimately helped estrange her from school faculties and from other federal program staffs.

As an outsider, the director had come in to run a project considered useful in the community. As such, she convinced people to enroll their children, supervised activity of a staff, reported to the community, and represented the activity to agencies and individuals outside of St. Mary's County. In the process of this, she became privy to the problems of many families and attempted to help some of them. As such she was a confidant, but because of her actions and choice of residence 50 miles from St.

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[35] While seemingly insignificant her failure to be punctual could be interpreted as her considering them less important than her own concerns.

Mary's County, she remained a stranger outside of any of the community's social systems. A number of people came to depend on her for carrying out the project or to help them, but her activity tended to be confined to her formal role.

The observations of Kahneman and Schild were just as pertinent here as they were to their own research for the PSP director tended to think of activities that could be talked about long before and for sometime afterward and that placed her in the limelight as the hostess who greeted all who came. One such special event, called a Folk Festival, on Sunday, April 27, 1969, featured African dancers and a PSP children's amateur show. To this as many outsiders as the director could contact were invited. On this as well as other similar occasions, lists were kept of guests, parents, and children attending, pictures were taken for later display,[36] and as much publicity as possible went out.

It was Sim's question of who the real beneficiary is in intervention that not only sparked the title of this report but provided another major guide for our views of the Preschool Program as a whole. We shall return to this later after considering data about who participated, what was done and how the children scored on the tests given.

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[36] Without any of the participants in the pictures ever being identified on the back of the pictures or in any other way.

E. Parental Participation in PSP

Introduction. Parental participation caught the imagination of those planning the Preschool Program as well as those hearing about it during its operation. With schooling in this country necessarily a collaboration between the family and educators, but with communication often found difficult as the value systems and social positions of parents and school personnel become disparate, a conscious effort to establish strong relationships between them was considered to have merit by the Tri-County planning group as well as others.[37]

From the vantage point of the Preschool Program, involving parents in the education of their children was one means of reaching families to help break the cycle of poverty and educational deprivation. It was reasoned that if mothers and fathers would come to the school while their children were there as well as on other occasions they would begin to regard this setting with less uncertainty, fear, and hostility. Rather, it would be a friendly place in which they could be encouraged to keep their children as long as possible and to reenforce what the school was trying to do. Not only would parents come to the school, but in turn, PSP staff would also visit pupils' homes for the purpose of instructing parents in child-rearing skills, to foster interest in learning, to promote health and safety, and to convey to families that the community was interested in them. More than this, it would make staff aware of home conditions as they influenced attitudes and performance of family members.

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[37] Among those who liked the idea of parental involvement was a team from the Montgomery County, Maryland, Head Start project who visited PSP in the fall of 1968.

Although the Title I project in St. Mary's County did home visiting and a number of the schools we spent time in made efforts to attract as many parents as possible through PTA activities or Open School Week, neither in these programs nor in Head Start were parents urged to come each day with their children. With involvement of parents strongly emphasized in PSP toward the goal of the greater academic achievement of their children, which we were asked to measure in the evaluation through the testing, we felt that one avenue for interpretation of these results would be comparison of scores with the amount of interaction parents had with Preschool Program personnel. Since it was implicit in stressing participation that this would enhance the children's progress in school, we felt that test scores might logically be expected to reflect this communication. Accordingly, in line with program goals, we hypothesized that the greater the contact between parents and the Preschool Program, the higher their children would score on the tests.

Methods of testing the hypothesis. Having available the scores from our testing, our efforts became directed toward determining the quantity as well as quality of parental participation. As a first line of inquiry, we wondered how frequently each family was in touch with the program and what transpired when they were. Our initial data gathering for this was observation of who came into the Parents' Lounge and what occurred after they arrived. Almost at the outset we noticed that attendance varied, that there seemed to be a coterie of regulars together with a fluctuating fringe, a pattern of many voluntary groups, and that for some days a special effort was made ahead of time by the staff to have as many mothers come as possible. These variations prompted us to obtain for each month the schedule of activities that was mailed to most of the families and posted in the office and Parents' Lounge (Appendix A) and to take field notes on the spot and immediately afterward of who came, to whom they spoke, and the subjects talked about. When we heard about guest lists kept by the program of those who had attended special occasions in former years, we were able to obtain these together with some records of attendance in the Lounge and on trips. We kept track of who served on committees and came to Adult Basic Education classes. In order to supplement these data as systematically as possible, we secured all current attendance records and set up a way of keeping our own list by hiring Mrs. Joseph Forbes to keep notes on the days she took part in program activities. She also set up a separate page for listing dates of attendance for each person who came to the program, whether parent or guest. In addition, she helped to identify the role of each person who came and tallied the times each attended in our later analyses. By these routes, we were able to discern not only how many times each person was present, but also for which occasions.

In deciding how to rank parents by participation, we knew we had to take into consideration not only attendance, which in a sense was action chiefly by their own initiative, but also the amount of contacts they had with the staff through home visiting and other channels, which tended to occur generally at the behest of program personnel. To this end, we devised a tabulation sheet for each family on which could be noted in comparable fashion all contacts made by the staff, whether by home visits, phone calls, conferences in the office, or transportation to a clinic. For each entry in the family folder, we recorded date, purpose, PSP personnel involved, family members present, and where the contact took place. To do this required a complete reading of the entire contents of each file folder, as entries had been made through the years by different individuals with varying degrees of completeness and of styles. Because tabulation from these entries required judgment as well as patience, they were all read in the office by one person and later analyzed by her (D.J.).

With the most specific and complete notations having been made by Mrs. Maxine Kelley, the nurse-social worker during the third year, our tabulations tended to show quantity of contacts more heavily weighted in favor of those seen during 1968-69 compared to the previous two years, just as our attendance records had. In other words, third-year families tended to have more complete records of their participation which meant that they had a greater chance of appearing as more involved than first and second-year families. Another consequence of variations in record keeping was our discovery when attendance was tallied that no information was available at all for 32 families, with most of these having sent one child during the first semester before leaving the program. This finding immediately precluded the possibility either of ranking families on attendance or of combining attendance and staff contacts into one index. We were more fortunate with the home visiting records in that some information was available for every family in the program, even though scanty for a number of them. It permitted us to rank all the families, at least, from those having the greatest recorded number of contacts with PSP staff to those having the fewest during the entire period of the program.

To enable us to interpret our results better we made a number of auxiliary tabulations. We first tallied nature of the contacts and type of worker doing these for each ranked family. We recorded number of children who had been in the Preschool Program as well as which semesters they had been in class.[38] In addition, we found it possible to classify each family by the reason for most contacts. Five unambiguous categories were possible for (1) families having more than one problem or very severe difficulties, (2) those having one problem or a special school-centered difficulty, (3) those having no special problems, (4) those visited primarily for instruction and one helped by the staff in starting a business at home.

Having noted the duplication of names (15 surnames each shared by two families, three names each shared by three, and two names shared by four) and having been told by Mrs. Judy Combs, PSP nurse during 1967-68, that a number of the families seemed to be related, we systematically sought to determine what these relationships might be. To do this, we put each family name on a separate page and asked Mrs. Joseph Forbes and Mrs. Lois Groome how it might be related by blood or marriage to others in the program. We also ascertained whether or not they were friends or neighbors. From these data, we diagrammed consanguineal and affinal links from which few families were isolated. From this we found a convenient categorization to be that of families having two or more links to others in PSP, those having just one, and those having none. For only seven was there uncertainty about their relationships.

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[38] We also attempted to record attendance of each child in class as a possible part of the ranking, but found, as with other attendance records, these were not available for the first three semesters.

Discussion of findings: Staff contacts. As part of presentation of results, we shall describe nature of interaction between staff and parents as well as among families, as these contribute to our understanding of the ranking and its relationship to test scores. We can start with home visiting, this being the most frequent type of staff-initiated contact.

When the program was conceived, it was thought that PSP teachers could effectively instruct mothers in their own homes to simulate the learning of their children and to become more sympathetic with them. Their initial technique was to try to arrange appointments by phone or by notes sent home with the children when staff would drop by. Although this approach was handicapped by the many families who lacked telephones (leading the program director to cite as a goal that all families should have telephones), it was further stymied by the visitor finding no one at the home even after a time had been agreed upon with a mother, grandmother, or other family member. Faced with this uncertainty, the nurse, social-work, and teaching staff as often as not later on would drive out after the morning program to an area, hoping to see one or another of the families residing there. Upon stopping at one of the houses, the individual (or pair as when a consultant would be along) might be asked in by a mother or requested to return later or on another day, depending how ready the house was to receive anyone. If the mother were not there or did not wish to answer the door, a child would tell the staff that no one was at home. Or they might be invited in by a baby sitter or other adult, but if a father were alone with the children, the staff member did not feel it was proper to remain. As the program progressed, the PSP felt a greater acceptance to their visits, although it was also noted that some families dropped out because of what they considered to be excessive prying into their affairs.

To enhance their entry and acceptance, staff carried with them toys as presents for the children and instructional materials such as a group of drums to illustrate differences in color, shape and number. Although it was possible to talk with a number of mothers about encouraging children to explore, to ask questions and to handle new things (and to do so adequately according to the observation of a consultant on one afternoon) impact of these talks was modified by the type of speech[39] as well as by value systems of staff and families. According to the director, for example, staff members had initially underestimated interest and concern of parents for their children. Later they found parents truly interested in what was best for their children and in upgrading their lives.[40] Mothers were also said to become more aware that they were the most important persons in the lives of their children.

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[39] A number of families in this region abbreviated words by using only the first syllables, changed initial consonants especially c's, i's, and p's, and conveyed meanings unfamiliar to some of the newer residents. For example, one teacher on one occasion illustrated how a student had prefaced each number from one to ten by a t sound. Another teacher was told by a boy that, "Richard had busted." When she heard this, she visualized in her words, "A child with an arm broken, his insides out--the worst possible. But all it meant was that Richard had broken out of the line they had formed."

It can also be noted at this juncture that terms used in the county in cross-caste reference were "Negro" and "colored." The only person we heard using the word, black, in the Preschool Program and six schools was the PSP director.

[40] This underestimation of parental love and concern among educators appears to us as endemic especially as social distance widens between school personnel and parents.

Another modification of these instructional sessions was the need for a number of mothers to manage many children in close quarters which encouraged her to keep them as quiet as possible when they were around her, especially when she was entertaining a visitor. A further result was that one teacher found unexpectedly when she stopped on the road to greet a little boy in the program that his first words were to ask what she had for him. The role of gift bearer was felt as well as to be unfavorably related to the phone call made to a school by a mother asking to be on the list of those receiving toys and turkeys at Christmas.

Even though PSP staff started with the idea of helping mothers during these home visits to teach and care for their children better, they found themselves drawn into the problems faced by these families: children whose mother had recently died, a father without legs, a home that burned down, foreclosures, too many children for resources, a child deafened by illness, and a child severely withdrawn, to mention but a few. As noted earlier in program policy changes,[41] their efforts became largely redirected to assisting a number of the families through crises. This direction was somewhat mirrored as well in our ranking of families by number of contacts with the staff (Table II-5). Range of all contacts for home visits, telephone calls, and office conferences was from 59 of these down to one, with the median being 15. Families were seen by anywhere from one to 20 PSP staff over the years, with many being in contact with nine or more different individuals. To be able to compare the proportion of the contacts for each family made by the various type of workers, we converted number made

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[41] Chapter II, Section C.

Table II-5 Preschool Program families ranked by total number of contacts with staff. Also included are total number of staff seen in these contacts, percent of contacts by nurse, social work, teacher and other staff, and number of times parents came to the lounge, to formal meetings, to Special Events, to Adult Basic Education and to other activities. (Page 1.)

						Number of times parents attended				
	Total	Staff	Percent of contacts by						Ad	
Rank	Contacts	seen		Tea-			Meet-	S	Ba	
No.	No.	No.	N-SW	cher	Others	Lounge	ings	E	Ed	Other
1	59	14	77	12	11	31	2	1	1	5
2	58	19	58	23	19	1	-[1]	1	-	-
3	53	15	72	11	17	76	10	-	2	3
4	48	10-11	46	48	6	52	3	12	11	-
5	48	18-20	44	22	34	1		3		
6	46	13	53	26	21	8	2	1	3	-
7	46	13-15	52	23	25	18	4	3	3	3
8	44	12-13	44	34	22	45	4	3	-	-
9	41	10-12	53	23	24	80	6	-	6	-
10	39	11	56	33	11		-	?	-	
11	38	13	59	24	17	5	-	1	-	-
12	34	10	32	59	9	27	-	3	6	2
13	32	9	54	43	3	148	11	5	2	5
14	29	8	45	39	16	168	6	5	6	5
15	28	10	59	22	19	19	1	-	-	1
16	27	10-11	24	59	17					
17	27	7	36	57	7	1	-	3	-	1
18	26	10-12	52	32	6		1			
19	26	9	41	56	3	23	1	1	-	2
20	26	10	39	57	4	64	6	2	10	2
21	26	8	73	10	17	83	8	1	2	3
22	25	6-7	36	61	3	7	1			
23	25	10	48	48	4	46+	5	2	7	3
24	25	9	42	42	12			2		
25	25	12	56	33	11	4				
26	24	9	26	63	11					1
27	23	8-12	48	24	28					
28	22	9-10	91	4	5					
29	22	11	23	64	13	62	1	4	-	1
30	21	11-13	44	40	16	3				

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[1] A dash means it is fairly certain that a family did not attend. A blank space indicates the records were not adequate for attendance of that family. A question mark means possible attendance.

[2] Median number of all contacts including home visiting.

Table II-5 Preschool Program families ranked by total number of contacts with staff. Also included are total number of staff seen in these contacts, percent of contacts by nurse, social work, teacher and other staff, and number of times parents came to the lounge, to formal meetings, to Special Events, to Adult Basic Education and to other activities. (Page 2.)

			Percent of contacts by			Number of times parents attended				
Rank No.	Total Contacts No.	Staff seen No.	N-SW	Teacher	Others	Lounge	Meetings	S E	Ad Ba Ed	Other
31	20	8	54	25	21	31	2	-	2	2
32	20	9-10	30	57	13	9	2	-	-	1
33	19	8	25	65	10					
34	18	8	25	60	15					
35	18	5	39	56	5					
36	18	7	40	50	10	1	1	-	-	-
37	18	9	67	-	33	13	-	-	-	1
38	17	9	72	17	11	2	-	-	-	1
39	16	7	29	59	12	12		4	2	
40	16	9	39	44	17					
41	16	7	82	6	12					
42	16	8	78	11	11	4	-	2	1	2
43	15[2]	7	24	71	5	2	-	1	2	1
44	15	7-8	33	56	11	9	1	2	-	-
45	15	5	24	65	11					
46	14	9-10	53	16	31					
47	14	6	21	71	8					1
48	14	9	56	6	38		1	1		
49	14	7	53	27	20	5				1
50	14	4	93	-	7	2	-	2		
51	14	5	13	73	14	21		2		2
52	14	6-7	42	42	16	6	-	2		1
53	14	9	79	14	7	2	1	1	-	2
54	13	11-12	35	29	36					
55	12	6-7	42	42	16	-		-		-
56	12	8-9	67	13	20					
57	11	3	80	13	7	2		1		
58	11	8	50	14	36					
59	10	3	80	20	-	106	7	4	12	11
60	10	7	80	20	0	5			1	

Table II-5 Preschool Program families ranked by total number of contacts with staff. Also included are total number of staff seen in these contacts, percent of contacts by nurse, social work, teacher and other staff, and number of times parents came to the lounge, to formal meetings, to Special Events, to Adult Basic Education and to other activities. (Page 3.)

						Number of times parents attended				
	Total	Staff	Percent of contacts by						Ad	
Rank No.	Contacts No.	seen No.	N-SW	Teacher	Others	Lounge	Meetings	S E	Ba Ed	Other
61	10	7	60	20	20	20	6	1		5
62	10	7	61	22	17	4	1			
63	10	5	90	10	-					
64	9	3	22	78	-					1
65	8	6	75	12	13	15		1		2
66	8	5-13	36	14	50	2		1	2	1
67	8	4	11	55	34					
68	8	7	40	33	27					
69	7	9	36	21	43	11+		3	6	6
70	7	4	100	-	-					
71	7	5	28	57	15					
72	7	5	71	14	15					
73	7	4	25	-	75					
74	7	5	50	25	25					
75	6	6	43	28	29					
76	6	4	25	-	75					
77	5	3	40	60	-					
78	5	4	75	-	25					
79	4	4	50	25	25					
80	3	3	67	-	33					
81	3	3	67	-	33			2		
82	3	1	100	-	-	2	-	3		
83	3	3	-	-	100					
84	2	2	-	-	100					
85	1	1	100	-	-					
86	1		100	-	-					

by each type into percentages of the total. From this comparison in Table II-5, we can see that a tendency existed for families in the highest and lowest thirds to have been in touch more with the nurse and social work staff than with the teacher and others. The middle third just as often had a higher percent of nurse-social-work visits as they did a higher percent of teacher and other visits. This was seen better by our count in Table II-6.

Table II-6 A count from Table II-5 of numbers of percentages of contacts by the nurse-social work staff that exceeded the percentages of contacts by the teacher and/or others for each one-third of the ranked families.

Contact Category	Number of higher percentages of visits and other contacts[2] N-SW	Teacher and/or others	Total number of families
High	18	9[1]	29
Middle	13	13[1]	28
Low	19	10	29
Total	50	32	86

[1] Two were equal.

Our summary of reasons for contacts in Table II-7showed more strongly that the highest contact families tended more than the others to have had numerous problems to cope with whereas those in least touch with PSP generally did not have any special difficulties. Looking further at Table 7, we see another corollary of contacts (and of problems) was number of children in the program. With a stated priority of the program being to pay greatest attention to families with the most children, it was no surprise to find families ranked highest in contact most often had three or more children in PSP (Table II-7). The middle ranked group tended to have two children whereas the lowest third contacted the least by PSP generally had but one enrolled.

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[2] Overall, the count of proportions of contacts with families by the problem-centered portion of the staff was greater (N=50) than were visits by instructors and others (N=32).

Discussion of findings: parental attendance. Parents were encouraged to come to the Preschool Program by various means such as mailing them a monthly schedule, calling them on the phone or sending a note home pinned to their child's coat to urge attendance for meetings, arranging Adult Basic Education classes during mornings at Banneker instead of in the evenings as others in the county were, planning special occasions involving whole families and community representatives, setting up bake sales and similar activities for money raising, and hiring a number of mothers as aides in classroom and Lounge as well as for transporting children each day.

To make clear the effect of these methods, we can describe them in turn. From the monthly notices in Appendix A, we can see the gamut of activities: knitting classes conducted by a volunteer; discussions with Dr. H. A. Meyersburg, another volunteer, about operating child care centers in their homes to enable other mothers to take outside jobs; and rummage sales that developed into a thrift shop corner of the Lounge.[42]

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[42] The room for parents to meet in and care for children too young to enter the preschool classroom was called the Parental Lounge even after it had been pointed out to the director by the school system that this word connoted leisure and non-accomplishment to the community.
It can be indicated parenthetically that although the Lounge was stocked with donated magazines such as Life, Ebony, National Geographic and others, no one was seen reading them. In April, they were thrown away after school rather than being given to families to take home.

Table II-7 Comparison of high, middle and low contact Preschool Program families by type of staff member they saw the most, reason for being in contact with the program, number of children in the program and their kinship ties to program families.

Contact category	Range of contacts (media N=15)	Higher percent of contacts		Category of reason for contact				Number of children in PSP				Number of kin in PSP			
		N-SW	Teacher	Multiple problems	One problem	No special problems	Instruction & other	1	2	3	4	None	1	2 or more	Uncertain
High (N=29)	22-59	18	11	11	12	2	4[3]	1	8	17	3	3	3	21	2
Middle (N=28)	11-21	14	12[1]	2	13	13	-	8	11	5	4	10	3	13	2
Low (N=29)	1-11	19	4[2]	-	9	20	-	22	5	2	-	8	5	13	3
Total (N=86)	1-59	51	27	13	34	35	4	31	24	24	7	21	11	47	7

[1] For two families, percentage of contacts by nurse-social-work and teachers were equal.
[2] For six families, most contacts were with other staff.
[3] One mother was seen mostly to help her start up her home based business.

We also can note inclusion of events peripheral to the program of possible interest to parents such as action to form a credit union March 1, the NAACP meeting in the county court house, voter registration, performance of the U. S. Navy Band in one of the high schools, and a child hygiene clinic in one of the town fire houses. Few meetings were scheduled for Mondays, this being when most mothers wished to do the family wash, nor were many planned for Friday when the children did not come. In terms of frequency, the range was from six to 16 activities scheduled during the 23 or so possible weekdays during each month at Banneker principally for the mothers.

During the 1967-68 semesters the mothers' program included sewing and cooking as well as making pot holders, cuff links and artificial flowers. There were also discussions, often with consultants from other community agencies, centered on nutrition, physical and mental health, housing, employment, legal rights and legal aid, child rearing, and family planning. Some of them observed the classroom and accompanied their children on trips. Families and staff also gathered for meals, meetings, and entertainment such as folk singing or a magic show.

In the fall of 1968, a Parent's Advisory Committee became active, as indicated by the two letters sent home with the monthly schedules in Appendix A. Earlier, they had been regarded by the director as potential help to the staff in making certain decisions such as the best times for home visits, the scheduling of holidays and community traditions to be observed.

During the rest of 1968-69, clothing was donated for rummage sales by citizens and stores such as Woodward and Lothrop in Washington, D. C. The Toys R Us stores sent over new children's clothing and toys which the director distributed to families, which staff took with them on home visits and which were sold or given away on other occasions. Toys given to St. Elizabeth's Hospital in Washington were brought to the program on two occasions by a truck driven by a PSP mother-aide. By February 1969, $100 had been raised by rummage-bake sales. Some of the money was given to UNICEF and to miner's widows after a West Virginia disaster. In other activities, household goods were collected for one of the families whose trailer had burned. Mothers wrote to their Congressional Representative and testified at meetings so that the Preschool Program might be continued. They also phoned families and helped make arrangements for the special events such as the covered dish dinners, trips to the circus, and a boat ride on the Potomac River. These special events were usually enthusiastically initiated by the PSP director as she talked to staff or parents. When there appeared to be interest in a particular idea, duties were assigned for carrying it out. While mothers took care of letting others know, staff rounded up entertainment, made sure enough food was on hand or got transportation arranged. For a school-based event like the April 27, 1969 African Folk Dancers, janitors set up chairs and tables and parents decorated and cleaned up afterward.

Thus, we could see that the Preschool Program performed the function of exposing mothers to ideas about feeding, clothing and teaching their children. By various routes, the values of literacy and neat personal appearance were conveyed, including the idea that one should watch one's weight. The hazard of not having proper immunizations was reiterated by the nurses and dangers of addictive drugs explained in a film. Avenues were opened for mothers to get more help from welfare and to find out more about other community resources such as the Farmers Home Administration. The Vista volunteer's community gardening project served to reenforce an older pattern of the area of growing much of one's food. These ideas were usually presented to a small group who knew one another in the context of the program as well as outside of it. Usually, they sat passively listening to a speaker or the director, asking a question or two, but saying nothing back and forth among themselves at the time. A social activity such as a special event was considered by the PSP director as extremely valuable for enriching the drab lives and poor self-concepts of those taking part. Although we could not determine how the people judged their own existence, we were interested in observing, if we could, qualitative aspects of this and other types of participation to give us leads as to why attendance varied from one family to the next.

In the day to day routine, we saw that when mothers came to Banneker it was usually accompanying their preschool children in the driver's car. If there were younger children at home, they came too. The program director customarily stood in the hall smiling a greeting to everyone as they entered and stopping one or another of the drivers, aides, mothers or children to tell them what she had in mind. As mothers went into the Lounge, the children too young for the classroom were gathered together in the half of that room set up with toys by one or two aides who then proceeded to guide their playing and meal time the rest of the morning with quite a bit of help from the mothers themselves. If there were activities planned for the mothers such as making table decorations for the Thanksgiving dinner, they gathered around the Lounge table, talking of things in general, if they were joined by visitors, or about local people and their actions, if they were by themselves. During the time the children had lunch, a few mothers purchased theirs from the school cafeteria, as did other visitors and adults in the program who had not brought their own sandwiches. When this occurred, the mothers, PSP secretary, teachers, nurse aides and others gathered around the table with their trays where the topics discussed were news about the county or in the region or about some upcoming program event such as a rummage sale when details of contributions, sorting, and selling might be straightened out. Occasions designed for entire families and for all those interested in the community and elsewhere became a reason for the director to talk with mothers as she saw them to make sure all details were taken care of. These also comprised the basis on which the director phoned a wide variety of people; in addition to inviting them this gave her the opportunity to tell them about the program in general.

Having participated in and observed interaction between the PSP staff and mothers as well as among the mothers and among the staff by themselves, we found that much of what we experienced could be illustrated by a series of situations one sunny May morning. On this day, one of us (JB) was in the Lounge sitting among the children on their side of the room taking continual notes of what the mothers were discussing in the other part. By this time, we were well acquainted with the mothers who took it for granted that ours was a friendly relationship in which we chatted informally about our families, obtained information and took notes at times. Paying no more attention to our writing than to the children being cared for by the aides, the mothers were comfortably talking together over coffee, with those present including the four drivers. Although most often mothers conversed in pairs or in groups of three or four, the presence of one of the drivers who was well informed about community and national matters gradually drew the total group of 10, or so, together in a circle as a topic of common interest was raised by her. In the newspapers that morning had appeared a report of an action objectionable to her which she felt would be reacted to adversely by the others as well. As she informed the others and they examined its implications, they began to form an idea of how they could act together against it.

As we heard this, we realized it was the first time we had ever witnessed mothers by themselves quite independently moving to initiate action together even though the principle of decision-making by parents had been frequently enunciated as program policy. But just at this point the PSP director opened the door and came in. Within a minute she perceived what they had been talking over and found that it contradicted her views of the matter. Breaking in, she stood at the table, which formed part of their circle, and began talking about how they must start planning for the trip to the circus. Then, she incidentally mentioned the issue they had under discussion, telling them the best way to handle it was for each person herself to write a letter to the newspaper editor. With no further word, she turned and walked out, having been there for little more than three minutes. If one has seen a picture of a building crumbling, one can visualize the destruction of the incipient action that had gradually been built up prior to her entry. Having been able to reach a point of collective action which depended on a number of variables, all in the right position at that moment, the mothers were not now able to recover from the directives just issued to them. Instead of taking up where they had been stopped, their talk turned to how they would get to the circus. It never again touched upon the issue that had been so important to them just five minutes earlier.

In a real sense, this incident epitomized relationships of the director not only with mothers but also with staff and others she perceived to be on her own social level or below: these she originated to much more often than she responded to them. Other people she regarded as higher in status than herself or as of possible assistance to her, she initiated to upon occasion, but she was much more apt to hear them out before responding than was observable in her interaction with subordinates or equals.

This episode additionally illuminated the frequent disparity between PSP policy statements and implementation. On this occasion, it was possible to see a violation of assertions often made about importance of decision making and action by parents. On numerous other days, it was possible to document discrepancies between PSP reports and what had occurred. Although PSP was not unique in this respect, the flagrancy of differences between formal accounts of the program and what actually had transpired was noticable to quite a few persons. It has been noted elsewhere[43] that reports emanating from a project are usually positive in tone, but in PSP claims so often exceeded accomplishment that various individuals became quite antagonized by the project.

Having seen something of what occurred when families came to the Preschool Program, we can turn to consideration of the extent of attendance at different events of who came, and by implication together with direct statements, of some of the reasons for involvement.

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[43] Robert S. Weiss and Martin Rein. "The Evaluation of Broad-Aim Programs: A Cautionary Case and A Moral." Annals of the Academy of Political and Social Science. Vol. 385. September 1969. P. 147.

As a start in Tables II-8 and II-9, we have listed amounts of attendance for events for which we had identification of each person present rather than simply numerical totals. From these tables, we note the fluctuation of those present in the Lounge from four to 15 and in other meetings and activities from three to 279. A further tally of data in Table II-8 showed the highest attendance to have occurred for the trip to the Naval Air Station and apple orchard (October 17, 1968) with the children and for the most involvement to have been in contributions made to a charity at the behest of one of the mothers in the name of the director. Many parents also attended a morning and afternoon meeting in July, 1968, to talk in general about their families. Other sessions of interest were attempts to organize the credit union and the Egg Roll on Easter Monday at the White House. At the other end of the range, the least attendance was recorded on a Monday, Wednesday, and Thursday when nothing was scheduled in the Lounge.[44] Along with these figures, we averaged attendance for 11 Adult Basic Education classes held each Wednesday morning from November 22, 1967 to June 26, 1968 finding the mean and median to be 5.5. Nutrition lectures given December 11 and 18, 1967 and January 2 and March 4, 1968, averaged 8.5 present.

Although it is of interest to take into account numbers taking part in meetings, of greater significance is the identity of those who came

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[44] One mother said they did not like to come and just sit and drink coffee in the Lounge when they had so much to do at home.

Table II-8 Attendance in the Parents' Lounge, at meetings, at special Events, on trips, as well as other types of participation by Preschool Program mothers, staff and others paid by Title III or other sources and not paid by Title III.[1] (Page 1)

Type of participation and date	Mothers						Other adults					
	Not paid		Paid		PSP Staff		Paid by other agencies		Not paid		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Parents' Lounge												
2/6/68 Tues.	1	12	5	63	1	12			1	12	8	99
2/7/68 Wed.	4	80							1	20	5	100
9/16/68 Mon.	3	27	3	27	3	27			2	18	11	99
9/17/68 Tues.	2	25	1	12	3	38			2	25	8	100
9/18/68 Wed.			1	25	2	50			1	25	4	100
9/19/68 Thurs.	3	75							1	25	4	100
9/23/68 Mon.	1	14	3	43	2	28			1	14	7	99
9/24/68 Tues.	6	40	4	26	3	19			2	13	15	98
9/25/68 Wed.	3	60	2	40							5	100
9/26/68 Thurs.	7	58	1	08	2	16			2	16	12	98
9/30/68 Mon.	2[2]	20	3	30	3	30	1	10	1	10	10	100
11/20/68 Wed.	2	50	1	25					1	25	4	100
11/25/68 Mon.	4	100									4	100
1/7/69 Tues.	2	20	4	40	2	20			2	20	10	100
1/14/69 Tues.	1	16	2	33	3	50					6	99
2/3/69 Mon.	6	50	2	16	4	33					12	99

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[1] From records listing names of people who took part and whose affiliations we knew.

[2] A third mother sent a substitute for her.

Table II-8 Attendance in the Parents' Lounge, at meetings, at special Events, on trips, as well as other types of participation by Preschool Program mothers, staff and others paid by Title III or other sources and not paid by Title III. (Page 2.)

Type of participation and date	Mothers Not paid #	%	Paid #	%	PSP Staff #	%	Other adults Paid by other agencies #	%	Not paid #	%	Total #	%
Adult Basic Education												
2/5/68	4	44	2	22	3	33					9	99
3/6/68	6	54	2	18	2	18			1	9	11	99
Meetings												
With Dr. Simmons 11/21/68 Thurs.			2	66					1	33	3	99
1/17/69 Fri.	4	50	3	38					1	12	8	100
On Health, Education, and Welfare of the children 7/8/68 Tues. morning and/or afternoon	7	33	6	28	2	9	3	14	3	14	21	98
With Mrs. Burlingham 2/14/68 Wed.	2	22	3	33	2	22	1	11	1	11	9	99
With Mrs. Shannon of the newspaper, The Enterprise 3/5/69 Wed.	5	42	2	16	1	8			4	33	12	99
With Vista Volunteer 3/20/69 Thurs.	6	35	4	24	4	24	1	5	2	12	17	100

Table II-8 Attendance in the Parents' Lounge, at meetings, at special Events, on trips, as well as other types of participation by Preschool Program mothers, staff and others paid by Title III or other sources and not paid by Title III. (Page 3.)

Type of participation and date	Mothers						Other adults					
	Not paid		Paid		PSP Staff		Paid by other agencies		Not paid		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Dance demonstration 1/14/69 Tues.	1	16	2	33	3	50					6	99
Nutrition lecture 1/31/69 Fri.	4	33	1	8			6	50	1	8	12	99
Credit Union 2/18/69 Tues. (evening)	4	20	5	25	3	15	6	30	2	10	20	100
Birth control talk 3/20/69 Thurs.	5	38	5	38	3	23					13	99
Special Events												
Halloween Party 10/31/68 Thurs.	12	66	4	22	1	5			1	5	18	98
Trips												
Naval Air Station & Orchard 10/17/68 Thurs.	13	56	4	17	4	17	1	4	1	4	23	98
Easter Egg Roll White House Lawn 4/7/69 Mon.	8	40	4	20	7	35			1	5	20	100
Educational Conference Baltimore 3/28/69 Thurs.	3	21	5	36	5	36			1	7	14	100

Table II-8 Attendance in the Parents' Lounge, at meetings, at special events, on trips, as well as other types of participation by Preschool Program mothers, staff and others paid by Title III or other sources and not paid by Title III. (Page 4.)

Type of participation and date	Mothers				Other adults							
	Not paid		Paid		PSP Staff		Paid by other agencies		Not paid		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Other - from lists of names posted on Lounge bulletin board												
On Parent's Advisory Board 1/4/69	4	57	3	42							7	99
Interested in Community Garden 2/25/69	3	27							8	72	11	99
On Clothing Committee for rummage sales 3/27/69	2	40	1	20			1	20	1	20	5	100
Ladies in charge of Folk Festival 4/27/69	2	28	3	42	2	28					7	98
Interest in Drivers Education Class 4/29/69	2	28	2	28	1	14			2	28	7	98
Contributed $1 to a charity 5/1/69	11	40	5	18	9	33			2	7	27	98

Table II-9 Attendance at the Preschool Program Thanksgiving covered dish dinner, November 24, 1968 by category.

Category	Number	Percent
Female		
Mothers		
Unpaid	17	6
Paid	3	1
PSP Staff & ABE[1]		
Present	8	3
Past	2	-[2]
Male		
Spouses & friends of all PSP mothers	7	3
Spouses of PSP staff	5	2
Male and Female		
Adults in quasi-official capacity[3]	22	8
Relatives & friends of PSP families	28	10
Other	12	4
Children from 35 families	175	63
Total	279	100

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[1] Includes two Adult Basic Education teachers paid for by the Department of Labor grant of whom one later was a PSP aide.

[2] Less than one percent.

[3] Superintendent of Schools, Banneker School Teacher, President of Southern Maryland Women's Club, Banneker School Custodian, Community Action Program staff, Tri-County Regional Education Center Staff, Board of Education Liaison with PSP, Tri-County Day Care Center Director, Girl Scout Leaders, Secretary to Maintenance in the Board of Education, Science Supervisor, Staff of St. Elizabeth's Hospital in Washington who sent toys for PSP, dentist, two who played in the band, two Vista volunteers.

and the possible reasons thereof. As we compiled lists of who attended, we began to notice that among those present were: 1) mothers who had been hired as aides by the program, 2) PSP staff such as drivers who did not have children enrolled, 3) representatives of community agencies such as social service, health, and the Community Action Program, 4) friends of mothers, 5) visitors from the area and outside of it, and 6) mothers whose children were in the PSP classroom. Because persons in a number of these categories were asked to appear as representatives for the mothers' group in a number of meetings within and outside of the county and were considered to be PSP mothers by people who had not met them before,[45] we felt it necessary to sort out those involved because their children were in the classroom from those involved because of being paid or of some other interest. In other words, we wondered how much participation a program such as this could attract on the basis of interest in one's children versus other incentives such as being paid[46]; more specifically, is it possible to have participation without financial remuneration built into a program.

To explore this and other questions, we classified all participants for the meetings having complete listings of names into 1) mothers of PSP who never were on the payroll, 2) the nine mothers of PSP children who were paid by the hour at one time or another during tenure of the project (including Mrs. Joseph Forbes, an active PSP mother, whom we hired at the request of the PSP director), 3) staff of the program who did not have children enrolled in it, including some of the drivers and the teachers, 4) representatives of other agencies on the payroll or in some official capacity coming to a meeting such as a member of the extension service or St. Mary's County Board of Education, 5) friends of mothers or staff, and 6) for the special events such as the Thanksgiving dinner listed in Table II-9 other persons including spouses and children of mothers and staff.

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[45] Among these meetings were:

1. Superintendent's Meeting in Banneker Annex, December 11, 1968.
2. State Education conference in Baltimore, March 28, 1969.
3. A Title III Eastern Regional meeting, Easton, Md., May 6, 1969.
4. A Title III Western Regional Meeting in Fredericksburg May 7, 1969.

[46] One mother initially came to the program to be a teacher's aide because it was known that the PSP director had jobs to give out.

When tabulations were made on this basis in the tables, we could see that on numerous occasions, unpaid mothers were in the minority, only once comprising the entire group. Moreover, only in 12 of the 39 occasions listed here were they half or more of those present. During each semester, furthermore, with more than 35 children registered, they logically should have outnumbered the others if their participation were in ratio to their numbers. On most days, however, there was a sprinkling from each category. With respect to the Thanksgiving covered dish dinner, which represented a type of special event to which families and community were invited, it was expressly mentioned by PSP that a major purpose of having this was to attract fathers to this otherwise female-dominated program. It was of interest, therefore, to find that 12 of the 279 listed were men. Of these, seven were the male heads of families that this special event had been designed to attract, and the majority were spouses of the women most active in PSP affairs. It can also be noted for this occasion that 22 others of those who came had been invited by the director more or less as observers, while the largest adult group consisted of relatives and friends of PSP families. For other events, we know that a father attended a credit union meeting. Some were also present at a party organized at a small bar by the Vista worker to start talking about the credit union and a community garden on land donated by Mr. David Smith. In addition, a few fathers participated in the April 27, 1969 folk festival and at other PSP special events.

Having seen the relative participation by category, our next question was how often individuals within each class took part in the events tallied. In other words, were these figures reflective of the same or of different individuals who took part. Using the tallies of PSP mothers, we found it possible to rank 54 of them from attendance data. For the remainder there was no information, especially for those who took part during the first semester only. Range of participation for the 54 during the entire period of the program was from 190 to one, with the median being attendance in the project on nine occasions. Of the nine mothers on the payroll at one time or another, six were among the nine who had come 68 times or more. The remaining three had come 32, 26 and 18 times. These tallies included the days they were employed as well as before the time of their employment and their attendance at special events.

With the range being so great, we found it convenient for analyzing the data further to divide the 54 into 27 mothers at or above the median and 27 at or below (the two mothers in the midcount each had attended nine meetings) to learn if there were any distinctions between the two groups in employment or in number of contacts they with PSP staff. As our analysis indicated in Table II-10, all nine of the mothers paid by the Preschool

Program were in the high participation group, not only because their attendance on the job appeared in our daily tally, but also because some of the more active women, to begin with, who had volunteered their help and were found qualified by the director were added to the staff as aides. Because it was occasionally remarked how women who held other jobs away from their homes and the program did not appear at Banneker much nor were they as easily reached through home visits, we looked into this further and found that it corroborated these statements: mothers who had other outside jobs were less likely to attend program events. Also, six other mothers who worked elsewhere were in the group for whom no attendance data were obtainable.

Table II-10 Summary of attendance in the Preschool Program Lounge and at other events by whether or not mother was employed by PSP or elsewhere, by kin ties to other PSP families and by category of staff for contacts for 54 mothers for whom there were attendance data.

Range of times attended all program events=1 to 90 (Median=9 times)	No. of mothers employed by PSP	No. of mothers working elsewhere	No. of kin ties				No. of contacts by staff[2]		
			0	1	2+	UK	Hi 22-59	Middle 11-21	Lo 1-11
Above Median Range 9-190 (N=27)	9	2[1]	3	4	20	-	15	8	4
Below Median (1-9) (N=27)	0	6	7	2	15	3	9	13	5
Total	9	8	10	6	35	3	24	21	9

[1] One was in the Community Action Program until February 1969 which enabled her to come to the Lounge as part of her work. Later she worked in the Washington, D. C. Post Office, as did the other mother in this category.

[2] See Table II-7. Hi is the one-third of all families contacted the most. Middle is the central third. Lo is the one-third of families seen the least by PSP staff.

As part of our method, we had tabulated number of kin ties each PSP family had with others in the program. This had first been compared with families in the high, middle and low categories of staff contacts in Table II-7 where it was found that those having two or more relatives in PSP also tended to be among those being in touch the most with PSP staff. It was also discovered that more than half (47 of 86) of all families had had two or more kin in the program. We also compared kin ties to attendance, thinking the effect of relations would be stronger for this mother-initiated action.[47] As indicated in Table II-10, there was a trend for more of those higher in attendance to have two or more of their family in PSP than was found for below-median attenders. More of the low attenders, in fact, had no relatives in PSP and included the three for whom this was uncertain, an indicator in itself of their peripheral status vis-a-vis the two who helped us with these data.

In looking over the attendance list, we could see that the "sociometric star", or person with the greatest number of relatives or neighbors in the program, was also the highest participator and was an aide. She was closely related to two others among the nine highest attenders of whom one was also an aide. The fourth highest attender was a close neighbor, as was another regular participator. Only one of the 17 highest participators did not have other kin in the program; rather she was drawn in by interest of the staff in helping her.

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[47] Peter Townsend in observing an outing of 400 old people in 11 buses from Bethnal Green saw that here as well, "People accompanied and talked to each other because they were sisters or cousins, or neighbours or children's neighbours or friends from schooldays." Life Beyond Family and Work. An Inquiry in East London. Glencoe, The Free Press, 1957. P. 127 ff.

That attendance of other mothers was linked to contacts with staff was further shown in Table II-10 where a greater number of above median attenders were also among those seen the most by the staff, while below median attenders tended to be in the middle-third of staff contacts. The mere fact that we have attendance records for these 54 is a partial reflection of their remaining in the program during the second and third years when records were more available, but it also stands to reason that the more they were seen by PSP personnel, the greater the opportunity for their being informed about the program and urged to come. Although the correlation is not a straight line one by any means, attendance of families ranked by staff contact in Table II-5 suggests this. Even though for the high staff contact group, there were three families for whom no attendance data were available, the number of no-data families increased greatly as the rate of staff contacts with them diminished.

In sum, then, we found that those who were on hand the most for PSP events tended to include those paid by the Preschool Program, in closest contact with staff, tied to relatives in PSP, and having more than one child enrolled there. Those attending less frequently were more likely to have jobs outside of the program, to be visited and in touch with staff less often, to have fewer kin there, and to have sent but one child.

Discussion of findings: Test of the hypothesis through a comparison of number of staff contacts with scores of three tests. When the time came to test the hypothesis that amount of staff contact with families would be reflected in achievement of their children, decisions had to be made about which test scores to use for which of the children in each family. Since

26 of the families had dropped out after the first semester in 1967, we decided to confine our test to those remaining in longer than that. More than this, we hoped to maximize the possibility of contact with program personnel being reflected in how well children did on tests through selecting families having at least two children in the program. By this, the exposure to staff personnel over the period of the entire program could be reasonably assured.

For these children we selected the three individually administered tests because they appeared to avoid some of our objections to the other group tests of non-relevance of content for this population, as will be indicated in Chapter III.

In Table II-11, we have compared families, ranked from first to eighty-second having from 59 to 3 contacts, with scores on the Johns Hopkins Perceptual Test, the Wechsler Intelligence Scale for Children (for older children) and Wechsler Preschool and Primary Scale of Intelligence (for younger ones), and the Vineland Scale of Social Maturity. The Johns Hopkins having been administered to these families earlier by its author permitted his scores to be included for comparison with those given in 1969 by Mr. Paul Lavin. Since PL usually had more than one test score within a family, we averaged them. For the Wechsler, scores for verbal and performance parts were given. On the Vineland, the chronological and social ages in years and months could be used.

In looking at these results, we see there are no trends for children of families to have been in greatest contact with PSP staff to have scored higher on any of these tests than children from families in less contact. Although it had been hypothesized, in line with what the pro-

Table II-11 Families with two or more children in the Preschool Program ranked by amount of contact with PSP staff in home visits and compared by scores of the Johns Hopkins Perceptual Test (JHPT), Wechsler Intelligence Scale for Children (WISC), Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and Vineland Scale of Social Maturity (Page 1.)

			SCORES OF TESTS						
	Family Rank		JHPT Scores						
	by # of staff	School status	Administered by			WISC and WPPSI[3]		Vineland	
Rank	contacts, most	of children		(Mean for		Verbal	Performance	Scale	
Order[1]	to least.	Fall, 1968	PL[1]	Pl's tests)	LR[2]	Scores	Scores	CA	SA[4]
1	59	2nd grade	21		-	-	-	-	-
		PSP	20	20.5	18	-	-	-	-
2	58	2nd grade	18						
		PSP	22	20.0	-	-	-	-	-
4	48	2nd grade	22	15.5	-	74	75	7.7	7.1
		PSP	9		0	74	77	5.0	5.0
5	48	1st grade	24	22.0	26,23	-	-	-	-
		PSP	20		-	-	-	-	-
6	46	2nd grade	-		-	69	74	7.8	8.5
		PSP	8	8.0	21	69	86	4.1	5.9
7	44	2nd grade	20		-	81	99	7.7	7.7
		1st grade	22	19.3	25,22	-	-		
			16		-	74	89	5.3	5.3

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[1] Families having one child in PSP were omitted in the ranking here.

[2] Mr. Paul J. Lavin on evaluation team and Dr. Leon A. Rosenberg, author.

[3] The WISC was given to second graders, the WPPSI, the test to preschoolers.

[4] Chronological Age and Social Age in years and months.

Table II-11 Families with two or more children in the Preschool Program ranked by amount of contact with PSP staff in home visits and compared by scores of the Johns Hopkins Perceptual Test (JHPT), Wechsler Intelligence Scale for Children (WISC), Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and Vineland Scale of Social Maturity (Page 2.)

			SCORES OF TESTS						
			JHPT Scores Administered by			WISC and WPPSI[3]		Vineland Scale	
Rank Order[1]	Family Rank by # of staff contacts, most to least.	School status of children Fall, 1968	PL[1]	(Mean for PL's tests)	LR[2]	Verbal Scores	Performance Scores	CA	SA[4]
10	39	2nd grade	24	22.5	-	-	-	-	-
		1st grade	21		27,26	-	-	-	-
11	38	1st grade	-	15.0	22,21	-	-	-	-
			15		-	-	-	-	-
12	34	2nd grade	30		-	75	90	7.1	7.0
		1st grade	21	25.0	26,25	76	84	5.4	4.4
		PSP	24		21	-	-	-	-
13	32	1st grade	25		-	-	-	-	-
		PSP	25	25.0	25,15	-	-	-	-
14	29	2nd grade	26		-	84	94	7.6	7.2
		?	-	26.0	23,20	85	89	5.4	4.5
		PSP	-		21				
15	28	2nd grade	27		-	-	-	7.8	7.4
		PSP	21	23.0	22,19	-	-	4.1	3.6
16	27	1st grade	21		-	-	-	-	-
		PSP	17	19.0	12	-	-	-	-
17	27	1st grade	21		23,21	-	-	-	-
		PSP	19	20.0	-	-	-	-	-

Table II-11 Families with two or more children in the Preschool Program ranked by amount of contact with PSP staff in home visits and compared by scores of the Johns Hopkins Perceptual Test (JHPT), Wechsler Intelligence Scale for Children (WISC), Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and Vineland Scale of Social Maturity (Page 3.)

SCORES OF TESTS

Rank Order[1]	Family Rank by # of staff contacts, most to least.	School status of children Fall, 1968	JHPT Scores Administered by PL[1]	JHPT Scores (Mean for PL's tests)	JHPT Scores LR[2]	WISC and WPPSI[3] Verbal Scores	WISC and WPPSI[3] Performance Scores	Vineland Scale CA	Vineland Scale SA[4]
18	26	2nd grade	22		-	62	86	7.3	7.0
		PSP	17	19.5	14	66	64	5.1	5.6
19	26	1st grade	25		-	77	92	7.9	6.4
		PSP	17	21.0	22,17	55	82	5.2	4.8
20	26	1st grade	29		-	-	-	-	-
		1st grade	22	25.5	28,23	-	-	-	-
		PSP	refused[3]		-	-	-	-	-
23	25	2nd grade	20		-	80	101	7.1	7.5
		1st grade	16	18.0	18,16	72	91	5.3	5.6
		PSP	18		-	-	-	-	-
24	25	2nd grade	25		-	90	100	7.6	7.6
		1st grade	24	24.5	25,22	77	80	4.1	4.7
26	24	2nd grade	29		-	89	120	8.1	7.8
		1st grade	25	27.0	23,21	70	93	5.2	4.7
29	22	2nd grade	20		-	-	-	-	-
		PSP	6	13.0	14	-	-	-	-

Table II-11 Families with two or more children in the Preschool Program ranked by amount of contact with PSP staff in home visits and compared by scores of the Johns Hopkins Perceptual Test (JHPT), Wechsler Intelligence Scale for Children (WISC), Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and Vineland Scale of Social Maturity (Page 4).

SCORES OF TESTS

Rank Order[1]	Family Rank by # of staff contacts, most to least.	School status of children Fall, 1968	JHPT Scores Administered by PL[1]	(Mean for PL's tests)	LR[2]	WISC and WPPSI[3] Verbal Scores	Performance Scores	Vineland Scale CA	SA[4]
30	21	2nd grade	24		-	-	-	-	-
		1st grade	26	25.0	27	-	-	-	-
		PSP	refused		-	-	-	-	-
31	20	1st grade	23		-	-	-	-	-
		?	-	23	14	-	-	-	-
32	20	2nd grade	23		-	80	94	7.7	6.6
		1st grade	26	24.5	24	85	95	4.6	3.8
33	19	2nd grade	23		-	-	-	-	-
		1st grade	25	24	29,26	-	-	-	-
34	18	2nd grade	parents						
		1st grade	refused		28,25	-	-	-	-
36	18	2nd grade	20	20.0	-	82	85	7.2	6.4
		PSP				67	78	4.1	4.2
39	16	2nd grade	27		-	-	-	-	-
		1st grade	22	24.5	24,23	-	-	-	-
40	16	2nd grade	27		-	76	65	7.9	7.1
		PSP	14	20.5	18	74	77	4.9	4.3

Table II-11 Families with two or more children in the Preschool Program ranked by amount of contact with PSP staff in home visits and compared by scores of the Johns Hopkins Perceptual Test (JHPT), Wechsler Intelligence Scale for Children (WISC), Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and Vineland Scale of Social Maturity (Page 5.)

SCORES OF TESTS

			JHPT Scores Administered by			WISC and WPPSI[3]		Vineland Scale	
Rank Order[1]	Family Rank by # of staff contacts, most to least.	School status of children Fall, 1968	PL[1]	(Mean for PL's tests)	LR[2]	Verbal Scores	Performance Scores	CA	SA[4]
43	15	2nd grade	21		-	-	-	-	-
		1st grade	21	21.6	25,19	-	-	-	-
		PSP	23		18,18	-	-	-	-
44	15	2nd grade	22		-	-	-	-	-
		PSP	21	21.5	23,19	-	-	-	-
45	15	1st grade	22		26,25	-	-	-	-
		PSP	17	19.5	12	-	-	-	-
52	14	1st grade	21		23	-	-	-	-
		1st grade	23	20.6	-	82	92	8.1	7.4
		PSP	18		17,12	75	95	6.0	4.9
53	14	2nd grade	20		-	-	-	-	-
		1st grade	23	21.5	26,25	-	-	-	-
54	13	2nd grade	21		-	-	-	-	-
		?	-	21.0	16	-	-	-	-
60	10	2nd grade	24		-	81	85	7.5	7.0
		1st grade	23	23.5	24,23	61	77	4.1	5.0
82	3	2nd grade	23		-	-	-	-	-
		1st grade	26	24.5	28,24	-	-	-	-

gram stated was a major purpose, that the higher the involvement of parents with the Preschool Program the greater the likelihood of their sons and daughters achieving better than children of families whose parents did not communicate as often with PSP staff. But as we noted, participation through home visits and other contacts done at the initiative more of the staff than of mothers and fathers tended to veer toward helping with problems rather than with instructing in child care (Table II-11). The indirect line to achievement by aiding families through hard times was not discernible in the measures used. But even when it was found that those who were visited more tended to attend more, these opportunities for transfer of ideas were also not seen in any higher or lower score.

Chapter III

TESTING OF THE CHILDREN

Introduction

Major effort in this evaluation was devoted to testing children in line with requirements of the contract. The Title III Preschool Program boys and girls examined included those in the program during its final year, September 1968 to June 1969, as well as those in it from February 1967 through June 1968, who at the time of testing were in six of the schools within St. Mary's County. In addition to administering the instruments ourselves, it was possible to utilize scores already available for these pupils from other measures given by their schools. Those we gave were the Lee-Clark Reading Readiness Test; the Stanford Achievement Test; the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) together with the Wechsler Intelligence Scale for Children (WISC) to cover the age range of all Preschool Program children, past and present; the Vineland Scale of Social Maturity; and the Johns Hopkins Perceptual Test. These scores were supplemented by Lee-Clark's administered the previous year by the public schools and by Metropolitan Readiness Tests given by teachers in September, 1968. Prefacing all of our work was the obtaining of permission from principals, teachers, and parents for us to enter the classroom for group examinations or for making appointments for testing one or more pupils outside of the classroom.

Our general hypothesis, put in null form, was that no differences existed among the groups being compared. But before discussing substance, administration, and results of each instrument used in providing evidence for this hypothesis, we can indicate that along with others,[1] we share an uneasiness about the process of judging children with standardized or objective tests, especially when we note the myriad of influences on these measures emanating from the type of information sought as well as manner in which this is accomplished. Our purpose in describing test content and administration in this chapter, in fact, is to make explicit some of the variables that have to be taken into account when scores are analyzed. It would seem that with many factors having a largely undetermined effect on children's reactions and with establishment of norms on the basis of scores of different communities and time periods, any comparison of a child's scores with these so-called norms is a dubious procedure. Even the concept of normality itself is perhaps better attuned to agricultural test plots than to humans learning and using their culture. In view of this, we have confined our use of raw scores to intra-project comparisons without making generalizations of how this population might compare with any outside of these six schools of St. Mary's County. We have also kept constant a significant variable of test administration through having all of ours done by one person, Paul J. Lavin. When group tests were given, moreover, we did not know at the time who in the classroom had been in the Title III Preschool Program and who had not.

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[1] Dan Dodson. "Education and the Powerless." In Education of the Disadvantaged: A Book of Readings. Edited by A. Harry Passow, Miriam Goldberg and Abraham J. Tannenbaum. New York. Holt, Rinehart and Winston, Inc. 1967. Pp. 66-67.

A. The Lee-Clark Reading Readiness Test

Administration. At the beginning of fieldwork, we arranged to give Lee-Clark's in six schools during October and November, 1968, to every first grade class containing at least one child who had been in the Title III Preschool Program. Although all first grade Title III pupils together with their Non-Title III classmates took the test, scores of those who had it previously such as those repeating first grade were later eliminated because their prior experience with the instrument could have biased results. As a rule, three of us were present in the classroom, one (PL) to administer and two to help the children manipulate the booklets and to satisfy individual needs.[2] Each class took it in a single sitting of approximately 30 minutes.

In the specifications for conducting this evaluation it had been stated that a comparison of Lee-Clark Reading Readiness scores of Title III and Non-Title III second graders was to be made. Since it would have been inappropriate to administer such a test to students already reading for approximately six months, we fulfilled this requirement by obtaining permission from the school principals to take these children's first grade Lee-Clark scores from the records.

Description of the Test. Originally prepared in 1931 but revised for a third time in 1962, this was devised to identify kindergarteners and first graders ready to receive reading instruction.[3] Each of its three sections contributed approximately one-third to the total score of 64. Preceding the whole was a practice session. According to directions in the manual, the teacher was to tell the class they were going to play a new game in which she wanted to see how well they could do and who could do it best.[4]

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[2] Jean K. Boek and Elizabeth G. Forbes assisted in the classroom.

[3] J. Murray Lee and Willis W. Clark. Manual: Lee-Clark Reading Readiness Test, Kindergarten and Grade 1. Monterey, California. Del Monte Research Park, California Test Bureau, a Division of McGraw Hill Book Company. 1962. Revision.

If the following description of the Lee-Clark is compared to those of the other tests we administered, it can be seen that this is the least complicated of the paper and pencil tests given. Its initial section, for example, called Letter Symbols was divided into two simple sections, Matching and Cross Out. In Matching, the child first looked at a letter at the left before noting which of three letters it resembled on the right-hand side of the page and connecting the two similar letters with a pencil or crayon line. For Cross Out, the pupil drew a line through the one letter among four that appeared different. The second section, Concepts, was for oral vocabulary listening and following instructions. For picture items, each containing between two and five drawings, a line was to be put through the picture that best approximated the stimulus word heard from the examiner. In Word Symbols, differences and similarities in words as well as letters had to be recognized. Within each of the 20 items were four words or letters. One had to be chosen as being similar to the stimulus in the left-hand column and connected by a line.

Analysis of scores. Scores of Title III PSP and Non-Title III children were separated before mean raw scores were obtained for each group within each class and differences between these scores determined. By this method, a comparison of mean raw scores for each of the three test sections as well as for the total test could be made for the Title III's and Non-Title III's within each classroom. Once computations for individual classrooms had been completed, total mean raw scores and their differences for all Title III and Non-Title III pupils in all schools were calculated, enabling us to compare Title III first graders' Reading Readiness Test scores with those of their Non-Title III classmates used as a control group.

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[4] Ibid. P. 12.

Results. Total test scores of Title III and Non-Title III children within each classroom in Table III-1 were not markedly different between the two groups in any one of these classes. Closeness of scores was brought out even more sharply in mean differences between subtests and total scores. Title III's were higher than Non-Title III's in Letter Symbols (.80) while Non-Title III's did a shade better in Concepts (.30) and Word Symbols (.47), but as a whole they were virtually the same in raw score means (.02).

The manual provided directions for converting scores into Grade Placement Equivalents as an aid for extending their usefulness for school decision making. We utilized this to compare these findings with the same reference point as would be used in some of the other tests. According to this device, 1.2 meant the second month of first grade. A difference of 0.4, which we found for three classes in Table III-2, was to be translated as four school months. Of greatest importance to us was the over-all means which were identical for Title III and Non-Title III.

Table III-1 Lee-Clark Reading Readiness Test mean raw scores of Title III and Non-Title III first grade pupils

	Mean Raw Scores													
	Title III					Non-Title III					Differences (Title III minus Non-Title III)			
School and Class	N	Let. Sym.	Conc.	Word Sym.	Total	N	Let. Sym.	Conc.	Word Sym.	Total	Let. Sym.	Conc.	Word Sym.	Total
Mechanicsville														
Mrs. B.	3	23.00	18.33	17.66	59.00	16	22.06	17.56	16.12	55.75	+.94	+.77	+1.54	+3.25
Mrs. R.	2	13.50	14.00	6.00	33.50	15	16.13	12.26	9.66	42.06	-2.63	+1.74	-3.66	-8.56
Mrs. T.	5	21.60	16.80	15.80	54.20	16	21.81	16.25	15.25	53.31	-.21	+.55	+.55	+.89
Mrs. W.	6	20.50	17.00	12.33	49.83	16	19.12	17.06	13.75	49.93	+.62	-.06	-1.42	-.10
Banneker														
Mrs. C.	1	22.00	18.00	6.00	46.00	23	19.30	15.60	10.78	45.69	+2.70	+2.40	-4.78	+.31
Miss.T.	4	18.25	17.00	14.00	49.25	24	19.45	17.62	12.62	49.70	-1.20	-.62	+1.38	-.45
Mother Catherine Spalding														
Sister J. C.	3	17.00	17.00	14.33	48.33	37	21.97	17.91	16.29	56.18	-4.97	-.91	-1.96	-7.85
White Marsh														
Mrs. B.	3	23.66	16.33	14.66	54.66	16	21.00	17.68	15.50	54.18	+2.66	-1.35	-.84	+.48
Oakville														
Mr. C.	2	21.50	17.00	4.50	43.00	23	20.87	17.65	13.08	51.60	+.63	-.65	-8.58	-8.60
Dynard														
Mrs. B.	1	20.00	16.00	16.00	52.00	11	22.90	17.72	15.36	56.00	-2.90	-1.72	-.64	-4.00
Mrs. O.	2	23.00	16.00	12.50	51.50	21	11.04	16.04	9.71	36.85	-11.96	-.04	+2.79	+14.65
TOTAL	32	20.40	16.78	13.03	50.21	218	19.60	17.08	13.50	50.19	+.80	-.30	-.47	+.02

Table III-2 Lee-Clark Reading Readiness Test Grade Placement Equivalents for total mean raw scores of Title III and Non-Title III first grade pupils

	Mean Grade Placement Equivalents				
	Title III		Non-Title III		Mean Difference (Title III minus Non-Title III)
School and Class	N	Mean Grade Placement Equivalent	N	Mean Grade Placement Equivalent	Difference
Mechanicsville					
Mrs. B.	3	1.7	16	1.3	+0.4
Mrs. R.	2	0.3	15	0.5	-0.2
Mrs. T.	5	1.2	16	1.1	+0.1
Mrs. W.	6	0.8	16	0.8	0
Banneker					
Mrs. C.	1	0.6	23	0.6	0
Miss T.	4	0.8	24	0.8	0
Mother Catherine Spalding					
Sister J. C.	3	0.7	37	1.4	-0.7
White Marsh					
Mrs. B.	3	1.2	16	1.2	0
Oakville					
Mr. C.	2	0.5	23	0.9	-0.4
Dynard					
Mrs. B.	1	1.0	11	1.4	-0.4
Mrs. O.	2	0.9	21	0.3	+0.6
TOTAL	32	0.8	218	0.8	0

Lee-Clark results from each second grade class having three or more former Preschool Program children were utilized to determine how they compared with their classmates in reading readiness when they had entered school in first grade the year before. As can be seen from Table III-3, the five second grade classes in three of the schools had a total of 32 former Title III children who were compared with 90 of their present classmates on the three section and total scores of the Lee-Clarks given in September 1967 by their teachers. In 15 of the 20 comparisons possible, Non-Title III children did better than their Title III peers, often by substantial amounts. In only one class were former preschoolers consistently ahead of their classmates. Total mean raw scores especially reflected these disparities.

Differences were considerably smoothed, however, with conversion into Grade Placement Equivalents in Table III-4, where the Title III overall mean of 0.4, or four months, was only one month behind that of the Non-Title III of 0.5.

We were unable to compare results of Lee-Clarks we administered directly to those of the previous year because ours were given later in the academic year, a fact reflected in much higher present first-grade total mean raw scores. The four to 11 weeks of schooling of the 1968-69 first graders indubitably more than any other factor pushed their mean to 50.21 compared with the averages of 35.86 of first graders the previous year who had no school experience when they took the Lee-Clark. In terms of Grade Placement Equivalents, the additional schooling gave current first graders an edge of five months, being 0.8 compared to 0.3 for last year's first grade class.

Table III-3 Lee-Clark Reading Readiness Test mean raw scores of Title III and Non-Title III second grade pupils in classes containing three or more Title III children[1].

School and Class	Mean Raw Scores													
	Title III					Non-Title III					Difference (Title III minus Non-Title			
	N	Sym.	Con.	Sym.	Total	N	Sym.	Conc.	Sym.	Total	Sym.	Conc.	Sym.	Total
Mechanicsville														
Mrs. B.	12	15.25	15.83	6.08	37.16	17	16.94	16.29	11.23	44.47	-1.69	-.46	-5.15	-7.31
Mrs. J.	5	15.80	15.80	8.40	40.00	19	14.15	15.21	7.26	36.63	+1.65	+.59	+1.14	+3.37
Banneker														
Mrs. R.	3	6.33	16.33	3.33	26.33	17	16.76	16.05	6.35	39.17	-10.43	+.28	-3.02	-12.84
Mrs. S.	5	12.60	14.00	3.80	30.40	19	15.84	16.68	8.63	41.15	-3.24	-2.68	-4.83	-10.75
White Marsh														
Mrs. C.	7	18.71	15.42	10.42	44.57	18	20.88	17.55	14.22	52.66	-2.17	-2.13	-3.80	-8.09
TOTAL	32	14.87	15.50	6.78	37.15	90	16.87	16.35	9.52	42.75	-2.00	-.85	-2.74	-5.60

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[1] Tests administered by the schools in the fall of 1967.

Table III-4 Lee-Clark Reading Readiness Test Grade Placement Equivalents for total mean raw scores of Title III and Non-Title III second grade pupils

	Mean Grade Placement Equivalents				
	Title III		Non-Title III		Mean Differences (Title III minus Non-Title III)
School and Class	N	Mean Grade Placement Equivalent	N	Mean Grade Placement Equivalent	Difference
Mechanicsville					
Mrs. B.	12	0.4	17	0.6	-0.2
Mrs. J.	5	0.4	19	0.3	+0.1
Banneker					
Mrs. R.	3	0.1	17	0.4	-0.3
Mrs. S.	5	0.2	19	0.3	-0.1
White Marsh					
Mrs. C.	7	0.6	18	1.0	-0.4
TOTAL	32	0.4	90	0.5	-0.1

With this disparity as to time of year tests were administered, it would be expected that older siblings in a household would consistently score lower than the younger ones on the Lee-Clarks but such invariably was not the case. For the 14 pairs of first and second grader siblings within the same families (Table III-5) total for two first graders was less (J,N) and one pair was equal (K). This table was also included to show the wide variability in results among individuals as well as the gains made in letter andword symbols that came with schooling but the virtual standstill with respect to concepts. A similar trend was noted for all Title III first and second graders, as shown in results placed below the dashed line on the same page.

Table III-5 Lee-Clark Reading Readiness Test raw scores of Title III first and second grade siblings

Pair of Sib-lings	Raw Scores First grade siblings Let. Sym.	Con-cepts	Word Sym.	Total	Second grade siblings Let. Sym.	Con-cepts	Word Sym.	Total
A	23	18	19	60	8	16	1	25
B	24	16	18	58	22	15	20	57
C	23	19	20	62	24	19	6	49
D	24	16	18	58	23	16	2	41
E	19	19	17	55	19	18	13	50
F	20	16	13	49	6	13	0	19
G	23	17	15	55	4	15	0	19
H	18	16	11	45	12	11	2	25
I	11	16	12	39	13	16	2	31
J	23	17	15	55	24	18	18	60
K	22	18	2	42	20	11	11	42
L	23	17	14	54	24	14	5	43
M	19	17	14	50	12	11	1	24
N	12	14	8	34	15	17	8	40
Total	284	236	196	716	226	210	89	525
Mean	20.28	16.85	14.00	51.14	16.14	15.00	6.35	37.50

Total mean difference between siblings (first grade minus second grade)

Letter Symbols	Concepts	Word Symbols	Total
+4.11	+1.85	+7.65	+13.64

Mean Raw Scores of Title III first and second graders (excluding repeating first graders)

First Grade N	Let. Sym.	Con-cepts	Word Sym.	Total	Second Grade N	Let. Sym.	Con-cepts	Word Sym.	Total	Difference Let. Sym.	Con-cepts	Word Sym.	Total
32	20.4	16.8	13.0	50.2	40	14.4	14.6	6.9	35.8	+6.0	2.2	6.1	14.4

B. The Metropolitan Readiness Test

Administration and content. In addition to utilizing school-administered Lee-Clarks from the previous year for comparative purposes, we were able to obtain Metropolitan Readiness Test scores which had been obtained in St. Mary's County public schools for first graders during the first week of September 1968, a month before we began our work there. Designed to provide a convenient and dependable gauge for early categorization of pupils to help teachers manage their instruction more efficiently,[6] the Metropolitan was found to be more detailed and longer than the Lee-Clark. In this, readiness was operationally defined by six tests: Word Meaning, Listening, Matching, Alphabet, Numbers, and Copying. In common with the Lee-Clark, these tests were to be introduced to the children as games to play, with pictures to be marked with crayon or pencil. Also, pupils were to be encouraged ahead of time to color the picture on the cover of the test booklet to generate their interest.[7] Although various items within the subtests appeared archaic to us or outside of the experience of a number of pupils, the fact that they were administered to all first graders without identifying Title III's in the process seemed to warrant their inclusion here.

Four of these tests required listening and interpretation while two, Matching and Copying, necessitated using the booklet only. In each of

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[5] Metropolitans had been introduced in 1968 to replace the Lee-Clarks which had been given in the county in former years.

[6] Gertrude H. Hildreth, Nellie L. Griffiths and Mary E. McGauvran. *Manual of Directions. Metropolitan Readiness Tests.* Form A. New York. Harcourt, Brace and World, Inc., 1965. P. 3.

[7] *Ibid.* P. 5.

the 16 sets included in Word Meaning, the pupil marked one of three pictures best symbolizing the word called out by the examiner such as knitting and a stone house. In each of the 16 tasks for Listening, the examiner read one or more sentences exemplifying one of three pictures which the children marked. One of these portrayed a bad storm preventing a mother from going to the store for some things she needed, causing her to phone for them to be delivered;[8] another showed someone burning leaves which is no longer permitted in some parts of Maryland. Subtest 3, Matching, included 14 items for selection of one of three words or designs that matched the stimulus. When the examiner called out the letter in Alphabet, the pupil was supposed to mark the choice among four. Our curiousity about the authors' use of a lower-case, hand-printed style of lettering led us to the manual which explained that there is almost a universal knowledge of capital letters at that age.[9] We felt this consequently rendered this exercise, in part at least, a measure of familiarity with hand printing. As would be expected, the Numbers subtest called for skills in counting, writing numerals and recognizing digits as well as in fundamental arithmetic operations. It also required familiarity with telling time, the comparative cost of a motorcycle and a car, and sketchily drawn backs of coins. For the final test of Copying, children had to reproduce seven letters, two numbers and 10 designs.

Analysis of the congruent validity by the authors indicated that correlations between the Metropolitan and total scores of the Murphy-Durrell Reading Readiness Analysis and the Pinter Cunningham Primary Mental Ability Test were fairly substantial.[10] A further examination of correlations concerned with the predictive validity of this instrument also appeared quite impressive. However, as the manual pointed out, information for these correlations was taken from three experimental forms of the tests rather than the A + B revised tests which are the final versions. Also, the data pertain only to two school systems, nor is any mention made concerning community settings or the socio-economic levels of the students involved. Reliability coefficients for the six sub-tests given to three different samples ranged from .91 to .94, using the odd-even method.[11]

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[8] Proportion of families not having phones in St. Mary's County as shown in Chapter I, was 32%. For the PSP population it would be higher. Phoning for grocery delivery in most of the United States these days is not commonplace.

[9] Ibid. P. 12.

Results. As indicated on the first page of Table II-6, it was possible to compare 39 Title III PSP children with 194 Non-Title III classmates who were controls in 10 classes in five public schools that had administered the Metropolitan during September. Variations existed in mean scores within the Title III and Non-Title III groups for individual tests as well as for the total scores: from 8.0 to 54.0 for Title III and from 24.13 to 52.94 for Non-Title III totals. On the second page of Table III-6, 27 differences between the two categories of stu-

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[10] Ibid. It can be asked at this point how appropriate it is to compare one test with another to determine the goodness of either, especially when the authors of the Metropolitan suggest (P. 10) that a child's daily behavior may give a different picture of readiness for learning than that given by tests. Their suggestion to combine objective test results with teacher ratings, observation and informal testing as a better basis than the one test alone further weakens the argument to utilize these formal tests at all.

[11] Ibid. P. 14.

Table III-6 Metropolitan Readiness Test mean raw scores of Title III PSP and Non-Title III first grade pupils[1] Page 1.

	Mean Raw Scores															
	Title III								Non-Title III							
School and Class	N	Word Meaning	Listening	Matching	Alphabet	Numbers	Copying	Total	N	Word Meaning	Listening	Matching	Alphabet	Numbers	Copying	Total
Mechanicsville																
Mrs. B.	4	7.00	10.00	6.50	10.50	11.50	8.50	54.00	20	6.75	9.80	5.75	8.05	10.25	8.90	49.50
Mrs. R.	7	6.00	8.57	6.14	10.00	10.14	9.00	49.85	16	6.18	8.50	6.06	5.75	8.18	6.81	41.50
Mrs. T.	7	7.14	8.42	4.85	5.42	8.42	7.28	41.57	18	5.38	9.61	4.33	5.44	7.83	6.83	39.44
Mrs. W.	9	4.11	8.44	2.11	2.77	6.66	3.77	27.88	15	5.20	8.26	2.80	3.33	5.53	3.06	28.20
Banneker																
Mrs. C.	1	4.00	9.00	5.00	13.00	12.00	1.00	44.00	22	6.08	7.63	4.09	6.81	18.86	3.90	48.00
Miss T.	4	5.25	12.25	6.25	7.25	7.50	3.00	41.50	27	6.40	10.66	5.14	7.59	8.74	4.40	42.96
Oakville																
Mr. C.	1	3.00	3.00	0	0	2.00	0	8.00	22	4.68	7.18	1.36	3.00	5.45	3.36	25.04
White Marsh																
Mrs. B.	3	7.00	10.33	5.33	4.66	10.00	7.33	44.66	19	7.26	10.36	7.78	8.10	10.26	9.15	52.94
Dynard																
Mrs. B.	1	3.00	7.00	6.00	5.00	8.00	2.00	31.00	12	6.16	11.00	4.50	7.50	9.66	4.00	42.83
Mrs. O.	2	4.00	6.50	7.00	4.00	5.50	1.50	27.50	23	4.21	8.17	3.26	3.17	3.78	2.30	24.13
TOTAL	39	5.56	8.89	4.82	6.25	8.43	5.69	39.66	194	5.88	9.07	4.47	5.87	7.77	5.20	38.28

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[1] Administered by St. Mary's County Public Schools, September, 1968.

Table III-6 Metropolitan Readiness Test mean raw scores of Title III PSP and Non-Title III first grade pupils[1] Page 2.

Mean Raw Scores

Differences
(Title III minus Non-Title III)

School and Class	Word Meaning	Listening	Matching	Alphabet	Numbers	Copying	Total
Mechanicsville							
Mrs. B.	+1.75	+.20	+.75	+2.45	+1.25	-.40	+4.50
Mrs. R.	-.18	+.07	+.08	+4.25	+1.96	+2.19	+8.35
Mrs. T.	+1.76	+1.19	+.52	-.02	+.59	+.45	+2.13
Mrs. W.	-1.09	+.18	-.69	-.56	+1.13	+.71	-.32
Banneker							
Mrs. C.	-2.68	+1.37	+.91	+6.19	-6.86	-2.90	-4.00
Miss T.	-1.15	+1.59	+1.11	-.34	-1.24	-1.40	-1.46
Oakville							
Mr. C.	-1.68	-4.18	-1.36	-3.00	-3.45	-3.36	-17.04
White Marsh							
Mrs. B.	-.26	-.03	-2.45	-3.44	-.26	-1.82	-8.28
Dynard							
Mrs. B.	-3.16	-4.00	+1.50	-2.50	-1.66	-2.00	-11.83
Mrs. O.	-.21	-1.67	+3.74	+.83	+1.72	-.80	+3.37
TOTAL	-.32	-.18	-.35	+.38	+.66	+.49	+1.38

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[1] Administered by St. Mary's County Public Schools, September, 1968.

dents on subtest scores were in favor of Title III, whereas 33 were higher for Non-Title III's. Total means for the six subtests were higher for Title III on Alphabet, Numbers, and Copying while Non-Title III's did better on Word Meaning, Listening, and Matching. For the over-all total mean raw scores of each classroom, Title III's were ahead in four classes while their peers were in six. When all total mean raw scores were considered, however, Title III's had the slight edge over Non-Title III's of 1.38 points.

Total mean raw scores were converted into stanines, a nine-point scale, using a chart in the manual[12] in order that these test results might be compared directly with others.[13] Differences in Table III-7 were slight. Title III PSP children averaged higher in two classes and Non-Title III's did in three classes. In the remaining five, they were equal, as was the over-all total.

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[12] *Ibid*. P. 9.

[13] A stanine is a position on a nine-point scale, with one being the lowest point and nine being the highest. Its utility is such that scores from a variety of tests can be converted into a single scale, affording intertest comparability, an advantage considering the present plethora of instruments on the market. Also, nine points fits conveniently in one column of a punch card, thereby facilitating machine analysis.

Table III-7 Metropolitan Reading Readiness Test Stanine scores for total mean raw scores of Title III and Non-Title III first grade pupils.[1]

	Mean Stanine Scores				
	Title III		Non-Title III		Difference (Title III minus Non-Title III)
School and class	N	Score	N	Score	Difference
Mechanicsville					
Mrs. B.	4	5	20	4	+1
Mrs. R.	7	4	16	4	0
Mrs. T.	7	4	18	3	+1
Mrs. W.	9	2	15	2	0
Banneker					
Mrs. C.	1	4	22	4	0
Miss T.	4	4	27	4	0
Oakville					
Mr. C.	1	1	22	2	-1
White Marsh					
Mrs. B.	3	4	19	5	-1
Dynard					
Mrs. B.	1	3	12	4	-1
Mrs. O.	2	2	23	2	0
TOTAL	39	3	194	3	0

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[1] Tests administered by teachers in September 1968.

C. The Stanford Achievement Test

Content. The Stanford Achievement Test (Primary I Battery, Form W), designed for group administration to children ranging from the middle of grade one to the middle of grade two, consisted of six subtests: Word Reading, Paragraph Meaning, Vocabulary, Spelling, Word Study Skills, and Arithmetic which were longer and more complex than the six of the Metropolitan Readiness.

In Word Reading, the 35 items gradually increased in difficulty as the test progressed and required an ability to read and to understand single words.[14] For each item the child looked to the left at a picture. To the right of this were four words, with one of these best describing the object or the event taking place, which was to be marked.

Paragraph Meaning, like Word Reading, had items arranged in an ascending order of difficulty.[15] However, in this case, competency was required in understanding the meaning of paragraphs rather than of single words. Each paragraph contained sentences of varying length and complexity. Single words were deleted at various points, with each omission containing a number. At the paragraph's end, the number appeared again along with four different words that might take the place of the deletion. On the basis of what the child had read, he had to decide which of these four words would best fit into the blank space.

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[14] Truman Kelly, Richard Madden, Eric F. Gardner and Herbert C. Rudman. Stanford Achievement Test - Directions for Administering. New York. Harcourt, Brace and World, 1964. P. 4.

[15] Ibid.

In the third subtest, Vocabulary, the examiner read a series of questions or statements before the pupil selected one of three words that best answered that question or statement.[16] By this, knowledge of words was determined without the pupil being required to read them.

In Spelling, 20 words were each read by the examiner to the child, each being used in a sentence and repeated before the student wrote it in the appropriate place in his booklet.[17]

Word Study Skills consisted of 56 multiple choice items, with the first 14 items dealing with the beginning sounds of words.[18] In order to find out the pupil's ability to hear the differences between these sounds, the examiner read a word. He then read aloud three others of which one had the same beginning sound as the word stated initially. The pupil then marked the appropriate one in his booklet. A similar procedure was used for distinguishing among the ending sounds of words. Fourteen items were included in this section. The last two parts of the subtest also each contained 14 items: One aimed to have the pupil match a word he heard with one of three that he read; the other had him matching a rhyming word he heard with one that he saw.

In the last subtest, Arithmetic, 63 items were divided into three parts: a) Measures for having pupils distinguish between such concepts as larger and smaller,[19] as well as various standard measures; b) Problem

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[16] Ibid.

[17] Ibid. Pp. 4-5.

[18] Ibid. P. 5.

[19] Ibid.

Solving, in which the examiner read a word problem to the pupil who then marked a number as an answer, since ability to do simple arithmetic and to understand what was being read to him was tested here; and c) Number Concepts calling for a variety of different skills such as a knowledge of addition and subtraction facts, of place value, and of counting backwards, the latter being a skill never really called for in ordinary life.

Reliability data for the Stanford Achievement Primary I Battery consisted of this series of odd-even, split-half coefficients corrected by the Spearman-Brown Formula:[20]

Word Reading	.85	Spelling	.92
Paragraph Meaning	.90	Word Study Skills	.88
Vocabulary	.79	Arithmetic	.95

Estimates of the Kuder-Richardson Formula 20 using Saupe's Formula also presented were quite similar, indicating a uniformity in graduation of test items as well as providing a commonly understood measure for judging the test-maker's art. These data were based on a sample of 1,000 cases taken from grades 1-6, selected randomly from 76 school systems,[21] but they did not account for mid-year second grade students for whom the test was also designated, nor was enough information given about the 76 systems to provide a thorough understanding of relevancy of the data. One other point might be considered. Since there is more than one form of the test, it would have been appropriate also to have some reliability coefficients of equivalence through which these various test forms could be compared with one another.

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[20] *Ibid*. P. 30.

[21] *Ibid*.

Validity as such is referred to only briefly, since primary concern in the manual was with content validity.[22] By making sure the test items measured knowledge and skills that courses of study and textbooks attempted to teach, content validity of the test was said to be substantiated. In order for the reader to verify this, however, more detailed information was needed.

Administration. The Primary I Battery Form W of the Stanford Acheivement was given to a sample of Title III Preschool Program and Non-Title III first and second grade children. Each of the seven classes in which this was done had a minimum of three Title III children in its membership. All told, 30 Title III and 30 Non-Title III first graders and 21 of each in second grade were tested in four schools.

In drawing the sample, names of one-time Title III Preschool Program and of Non-Title III children in each class were put into separate containers before three were drawn from each. By this, a group of six was formed, composed of three Title III's and three Non-Title III's. Since one first grade class had only three Title III's, this randomization procedure was applied only with the Non-Title III pupils there. In classes with more than six Title III's, two groups of six children, each having three Title III's and three Non-Title III's, were randomly chosen.

Once selections were made, teachers of the various classes were informed and permission obtained to test the children. The examiner (PL) then went to the class, took one of the groups of three Title III's and

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[22] Ibid.

three Non-Title III's to a vacant school room and administered the test. In all cases, a minimum of two sittings was necessary for completion. With first graders, three sittings were often required because of their shorter attention span. All told, the test required an average of 2.75 hours for each child to complete.

Although this was the testing procedure ultimately used, we had not planned to do this initially. Rather, we had at first intended to test all first and second grade classes containing Title III's in order to make comparisons similar to those for the Lee-Clark's. However, after administering the first Stanford-Achievement subtest, together with the beginning of the second subtest to one of the first grade classes, we decided this approach was a poor one. During this testing these children not only had an extremely difficult time comprehending and following the directions, but they also showed little inclination to do well. When some finished more quickly than their classmates, they exhibited such behavior as looking around the classroom, fidgeting with their hands or objects on their desk, and turning to other pages in the test booklet. A few gave up trying, creating a disturbance when they became restless. When we had given the Lee-Clark earlier in the year to this same class, they had finished it in 40 minutes. Problems had not appeared and the group seemed to be adequately motivated to do well. It may have been that directions and content of the Stanford were too complicated for them or that it was more necessary than before to have additional adults in the classroom. The most important consideration, as far as we were concerned, was to create a situation where enough individual attention for these pupils could be provided for them to complete the instrument.

To this end, the small group procedure was employed.

It is noteworthy that even after the small groups were established, these first graders still appeared not to be fully attentive. In an attempt to improve this situation, the investigator thought of using some operant conditioning techniques while testing. With one group, jelly beans were used for reinforcing proper test-taking. Each time a child behaved satisfactorily, such as completing the test items, sitting quietly after finishing a subtest, or working with concentrated effort, he received a jelly bean. Since the procedure had not been explained to them, they were quite initially surprised to receive these reinforcers. However, they appeared to learn what was expected of them rather quickly, and for the first time, some concentrated effort was expended on their part.

A similar procedure was tried with two other first grade groups, this time with pennies as reinforcers. At the beginning of the testing period, he explained to the children that they could earn pennies by doing their best work, by not looking at their neighbor's paper if they did not know the answers, and by sitting quietly without creating a disturbance if they finished before the time was up. This approach appeared to be extremely successful. The concentration of these pupils improved markedly, while the hyperactivity displayed by many at first was reduced substantially. While testing one of these groups, another experiment was introduced. He tore up small bits of paper to establish these as reinforcing agents. The children were told they would receive a piece of paper each time they performed appropriately and that this paper could be turned in for pennies at the end of the test. It was explained that the more papers they received, the more pennies they could earn. An exchange rate of four, three, two and one was established. By this, the child with the most papers would earn four pennies and children with the least amount of papers would earn one. This approach also appeared to be highly successful as concentration and effort remained at a high level.[23]

The Stanford Achievement was given to first graders from March to May, 1969. During the latter part of April and May, this same battery was given to second graders. Although, as indicated previously, this particular test was primarily designed for the last half of first grade and first half of second grade, we decided to give it to second graders even though they had advanced beyond the grade limit indicated in the manual; administration of a more advanced battery would have been too complex for these students and would have led to problems similar to those encountered by the first graders. Generally, second graders experienced many fewer problems in coping with the testing situation. Whether this was due to a higher level of maturity on their part or to the fact that this particular test was more appropriate for their achievement level is open to question. This also will be discussed further on in this report.

Results: First Graders. After tests were completed, raw scores for the six subtests were obtained, as were mean raw scores for each subtest for Title III and Non-Title III children in each class, before differences between these mean raw scores were determined. Total mean raw scores for subtests for all Title III PSP and all non-PSP children were also tabulated. As with the other tests, mean raw scores were converted into grade scores and stanines as indicated in Table III-8 through III-13.

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[23] As can be noted, the words, "seemed" and "appeared" are used frequently to describe outcomes of the preceding trials. Since no behaviors were specifically defined as those to be reinforced prior to the experiment and since no quantative data were gathered, the investigator's (FL) observations were the only criteria used for evaluating outcomes of this approach.

The two pages of Table III-8 containing mean raw scores indicate, first of all, the range of total scores from about 55 to 104 for PSP's and 55 to 125 for non-PSP's in first grade. The lower average of PSP was further reflected on page 2 of Table III-8 where in 23 of the 42 comparisons possible for subtest mean differences, PSP's averaged less than their peers, in 15 comparisons they averaged more and in four they were equal. Totals also reflected these differences. In four of the seven classrooms, PSP's were lower while in four of the six subtests their averages were under their non-PSP counterparts. The over-all difference of more than seven points in favor of non-PSP's further reflected this trend.

In order that raw score data might be further compared, subtest scores were converted into grade scores shown on the two pages of Table III-9. January to April norms were used in the manual, since all but one class had taken the test in April.[24] By placing a decimal point between the two numbers of the grade score, it became a grade placement equivalent.[25] Thus, a grade score of 13 actually meant that a grade level of

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[24] *Ibid*. P. 28.

[25] *Ibid*. Pp. 26-27.

Table III-8 Stanford Achievement Test Mean Raw Scores of Title III and Non-Title III first grade pupils Page 1.

	Mean Raw Scores															
	Title III PSP								Non-Title III							
School and Class	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	Total	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	Total
Mechanicsville																
Mrs. B.	3	7.66	8.33	16.00	9.66	21.33	35.66	98.66	3	14.00	12.00	20.33	11.00	24.00	37.00	118.33
Mrs. R.	6	12.33	11.33	14.83	5.66	27.16	21.16	92.50	6	17.16	11.33	20.16	9.16	32.83	34.66	125.33
Mrs. T.	6	9.50	10.33	15.33	4.33	27.16	19.00	82.16	6	9.50	7.33	13.83	3.50	25.50	18.66	78.33
Mrs. W.	6	8.16	4.83	12.50	.50	16.33	12.66	55.00	6	8.50	3.00	13.33	.16	19.33	11.66	55.83
Banneker																
Miss T.	3	13.33	10.33	14.00	3.33	25.00	19.33	85.33	3	12.66	10.00	16.00	2.66	25.00	15.00	81.33
Mother Catherine Spalding																
Sister J. C.	3	17.33	14.00	14.66	9.33	32.00	14.33	101.66	3	25.00	20.33	25.33	14.00	41.33	32.33	125.00
White Marsh																
Mrs. B.	3	13.66	13.33	13.66	2.00	24.33	37.33	104.33	3	10.66	8.00	9.33	3.00	24.33	25.33	80.66
TOTAL	30	11.20	9.90	14.36	4.53	23.70	21.23	84.93	30	13.26	9.36	16.53	5.63	27.00	20.63	92.43

Table III-8 Stanford Achievement Test Mean Raw Scores of Title II
and Non-Title III first grade pupils Page 2.

School and Class	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	To
			Mean Raw Scores				
			Difference (Title III minus Non-Title III)				
Mechanicsville							
Mrs. B.	-6.34	-3.67	-4.33	-1.34	-2.67	-1.34	-19
Mrs. R.	-4.83	0	-5.33	-3.50	-5.67	-3.50	-32
Mrs. T.	0	+3.00	+1.50	+.83	+1.66	-.34	+3
Mrs. W.	-.34	+1.83	-.83	+.34	-3.00	+1.00	-
Banneker							
Miss T.	+.67	+.33	-2.00	+.67	0	+4.33	+4
Mother Catherine Spalding							
Sister J. C.	-7.67	-6.33	-10.67	-4.67	-9.33	-18.00	-23
White Marsh							
Mrs. B.	+3.00	+5.33	+4.33	-1.00	0	+12.00	+23
TOTAL	-2.06	+.54	-2.17	-1.10	-3.30	+.60	-7

Table III-9 Stanford Achievement Test Grade Scores for mean raw scores of Title III and Non-Title III first grade pupils. Page 1.

	Mean Grade Scores													
	Title III PSP							Non-Title III						
Schools and Class	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
Mechanicsville														
Mrs. B.	3	11	14	14	17	13	18	3	15	16	17	19	13	18
Mrs. R.	6	14	15	13	15	14	14	6	16	15	17	17	16	17
Mrs. T.	6	12	15	14	14	14	14	6	12	14	13	13	14	13
Mrs. W.	6	11	12	12	-10	11	11	6	11	11	13	-10	12	11
Banneker														
Miss T.	3	14	15	13	13	14	14	3	14	15	14	11	14	12
Mother Catherine Spalding														
Sister J. C.	3	16	16	13	17	16	12	3	20	17	23	22	22	17
White Marsh														
Mrs. B.	3	14	16	13	11	13	18	3	13	14	11	13	13	15
TOTAL	30	13	15	13	14	13	14	30	14	15	14	15	14	14

Table III-9 Stanford Achievement Test Grade Scores for mean raw scores of Title III and Non-Title III first grade pupils. Page 2.

	Mean Grade Scores					
	Difference (Title III minus Non-Title III)					
School and Class	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
Mechanicsville						
Mrs. L.	-4	-2	-3	-2	0	0
Mrs. R.	-2	0	-4	-2	-2	0
Mrs. T.	0	+1	+1	+1	0	+1
Mrs. W.	0	+1	-1	0	-1	0
Banneker						
Miss T.	0	0	-1	+2	0	-2
Mother Catherine Spalding						
Sister J. C.	-4	-1	-10	-5	-6	-5
White Marsh						
Mrs. B.	+1	+2	+2	-2	0	+3
TOTAL	-1	0	-1	-1	-1	0

1 year and 3 months was attained on the test, while up to 10 indicated a score less than first grade level. In examining total differences between mean grade scores, we find PSP's being outscored by non-PSP's by one month in Word Reading, Vocabulary, Spelling and Word Study Skills. Both groups performed equally in Paragraph Meaning and Arithmetic.

Stanine data on both pages of Table III-10 shows that the groups did not differ by more than one stanine in any one of the subtests. PSP's were lower in Word Reading, Vocabulary and Word Study Skills while both were rated the same in Paragraph Meaning, Spelling and Arithmetic. As with the Metropolitan Reading Readiness stanines, no differences were found in the over-all total between PSP children and their classmates.

Some further comments on the Stanford Achievement scores of these children might be of importance. As mentioned earlier, concentration by pupils on this test was low. Examination of the test booklets revealed a good deal of guessing and heedlessness in answering the items. For example, spelling words were carelessly written, the easier items were sometimes missed or omitted, and an occasional difficult item was correctly answered. For many of these first graders, the test seemed too complicated and demanded too much concentration. Interpretation of their scores had further to take into account that listening to instructions and to presentation of the various items was very important for successful achievement on the Stanford[26] but that many of these children did not appear to have mastered this skill as yet. Another consideration

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[26] Ibid. P. 29.

Table III-10 Stanford Achievement Test Stanine Scores for mean grade scores of Title III and Non-Title III first grade pupils Page 1.

	Mean Stanine Scores													
	Title III PSP							Non-Title III						
School and Class	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
Mechanicsville														
Mrs. B.	3	2	3	4	6	3	6	3	5	5	5	6	3	6
Mrs. R.	6	4	4	3	5	4	4	6	5	4	5	6	5	6
Mrs. T.	6	3	4	4	5	4	4	6	3	3	3	4	4	3
Mrs. W.	6	2	2	2	1	2	2	6	2	2	3	1	3	2
Banneker														
Miss T.	3	4	4	3	4	4	4	3	4	4	4	3	4	3
Mother Catherine Spalding														
Sister J. C.	3	5	5	3	6	5	3	3	8	6	7	7	7	6
White Marsh														
Mrs. B.	3	4	5	3	3	3	6	3	3	3	1	4	3	4
TOTAL	30	3	4	3	5	3	4	30	4	4	4	5	4	4

Table III-10 Stanford Achievement Test Stanine Scores for mean grade scores of Title III PSP and Non-Title III first grade pupils. Page 2.

Mean Stanine Scores

Difference (Title III PSP minus Non-Title III)

School and Class	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
Mechanicsville						
Mrs. B.	-3	-2	-1	0	0	0
Mrs. R.	-1	0	-2	-1	-1	2
Mrs. T.	0	+1	+1	+1	0	+1
Mrs. W.	0	0	-1	0	-1	0
Banneker						
Miss T.	0	0	-1	+1	0	+1
Mother Catherine Spalding						
Sister J. C.	-3	-1	-4	-1	-2	-3
White Marsh						
Mrs. B.	+1	+2	+2	-1	0	+2
TOTAL	-1	0	-1	0	-1	0

here was the regional speech pattern of the test administrator vis-a-vis that of the children. Although the same person tested all children and was somewhat known to some of them, the fact of his having the speech of a different portion of the United States was something the children had to become attuned to as he spoke to them: they had to translate changed sounds of word they heard into those with which they were familiar. The fact that PL learned very rapidly to understand the children was a product of his training and experience. But without yet having this kind of background, it could be expected that the children had a significant hurdle to overcome within the testing situation aside from content of the instruments. The greater the amount of listening they had to do, therefore, the more important the variable of translation became in their answers.

Results: Second Graders. Data for second graders in the two pages of Table III-11 show range of total mean scores for PSP's to be from about 151 to 206 compared to 176-210 for non-PSP's. As with first graders, fewer PSP subtest means exceeded that of their peers. In 27 subtests, PSP results were bettered by those of non-PSP's, while in nine others, PSP were higher (Table III-11 page 2). Moreover, total means of all subtests were lower for PSP's as was the over-all PSP total of 24.86 points under that of the non-PSP's. This margin was considerably larger than the 7.5 points by which PSP first graders had scored below their peers in Table III-8 page 2.

In converting findings into grade scores on the two pages of Table III-12, norms used were for beginning second grade, September through December, because none for the latter half of second grade were

Table III-11Stanford Achievement Test Mean Raw Scores of Title III and Non-Title III second grade pupils. Page 1.

	Mean Raw Scores														
	Title III PSP								Non-Title III						
School and Class	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	Total	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	Total
Mechanicsville															
Mrs. B.	6	27.50	23.66	19.00	16.83	36.33	34.33	157.66	6	28.16	26.83	25.66	13.66	40.66	47.66	182.66
Mrs. J.	3	33.33	33.66	23.33	18.00	48.00	50.00	206.33	3	29.66	31.00	19.00	19.00	43.00	35.33	177.00
Banneker															
Mrs. R.	3	23.66	19.66	14.66	15.00	28.33	30.00	131.33	3	28.33	32.00	29.00	18.33	48.00	48.66	204.33
Mrs. S.	3	21.33	16.00	19.00	14.33	38.66	30.33	139.66	3	29.66	26.66	22.66	17.66	38.33	43.66	178.66
Mother Catherine Spalding															
Mrs. H.	3	31.33	35.33	26.00	20.00	49.33	41.33	203.33	3	34.33	36.66	30.33	19.33	51.00	47.33	219.00
White Marsh															
Mrs. C.	3	24.66	23.00	18.00	15.66	35.00	34.66	151.00	3	23.00	27.00	24.00	16.33	41.33	45.00	176.66
TOTAL	21	27.04	25.00	19.85	16.66	38.85	35.66	163.85	21	28.76	29.57	25.19	16.85	43.28	45.04	188.71

Table III-11 Stanford Achievement Test Mean Raw Scores differences between Title III and Non-Title III second grade pupils. Page 2.

	Mean Raw Scores Difference (Title III minus Non-Title III)						
School and Class	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	Total
Mechanicsville							
Mrs. B.	-.66	-3.17	-6.66	+3.17	-4.33	-13.33	-25.00
Mrs. J.	+3.67	+2.66	+4.33	-1.00	+5.00	+14.67	+29.33
Banneker							
Mrs. R.	-5.33	-12.34	-14.34	-3.33	-19.67	-18.66	-73.00
Mrs. S.	-8.33	-10.66	-3.66	-3.33	+.33	-13.33	-39.00
Mother Catherine Spalding							
Mrs. H.	-3.00	-1.33	-4.33	+.67	-1.67	-6.00	-5.67
White Marsh							
Mrs. C.	+1.66	-4.00	-6.00	-.67	-6.33	-10.34	-25.66
TOTAL	-1.72	-4.57	-5.34	-.19	-4.43	-9.38	-24.86

Table III-12 Stanford Achievement Test Grade Scores for mean raw scores of Title III and Non-Title III second grade pupils . Page 1.

	Mean Grade Scores													
	Title III PSP							Non-Title III						
School and Class	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
Mechanicsville														
Mrs. B.	6	22	18	16	24	19	17	6	23	20	23	21	21	23
Mrs. J.	3	29	26	21	28	30	24	3	24	24	16	30	24	18
Banneker														
Mrs. R.	3	19	17	13	23	15	16	3	23	25	29	28	30	23
Mrs. S.	3	18	16	16	22	20	16	3	24	20	19	26	20	21
Mother Catherine Spalding														
Mrs. H.	3	26	29	24	34	32	20	3	32	31	31	30	39	23
White Marsh														
Mrs. C.	3	19	18	15	23	18	17	3	19	20	22	24	22	22
TOTAL	21	22	19	16	24	20	18	21	23	22	23	24	24	22

Table III-12 Stanford Achievement Test Grade Scores for mean raw scores differences between Title III PSP and Non-Title III second grade pupils. Page 2.

Mean Grade Scores

Difference (Title III PSP minus Non-Title III)

School and class	No. of Pairs	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
Mechanicsville							
Mrs. B.	6	-1	-2	-7	+3	-2	-6
Mrs. J.	3	+5	+2	+5	-2	+6	+6
Banneker							
Mrs. R.	3	-4	-8	-16	-5	-15	-7
Mrs. S.	3	-6	-4	-3	-4	0	-5
Mother Catherine Spalding							
Mrs. H.	3	-6	-2	-7	+4	-7	-3
White Marsh							
Mrs. C.	3	0	-2	-7	-1	-4	-5
TOTAL	21	-1	-3	-7	0	-4	-4

included in the test manual.[27] Even though these norms are inappropriate for this study, as the tests were taken in May, it was felt they could be pressed into service since our purpose was to determine differences between Title III PSP and Non-Title III's rather than to compare results with other populations. According to Table III-12, PSP's were outscored by non-PSP's by one month in Word Reading, three months in Paragraph Meaning, seven in Vocabulary, four in Word Study Skills, and six in Arithmetic. Both groups scored equally in Spelling.

Grade scores were converted into stanines as shown on Table III-13. Although the spread between scores of PSP and non-PSP second graders was greater than that of first graders, these differences were not very large for the most part. As the total mean differences indicated, one stanine difference between groups existed on all subtests except Spelling on which both obtained the same score. In interpreting this and other second grade scores, we can re-emphasize the greater level of concentration observed for second graders in contrast to first graders. This was possibly due to the Stanford being more suited to their having been in school a year longer than the younger children as well as to other factors. However, because the scores generally indicate that the Primary I Battery was neither too difficult nor too easy for these students, its use with the older children was more appropriate, if indeed the aim of testing is to enable everyone to obtain some score, with few at either extreme of perfection or non-accomplishment.

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[27] *Ibid*. P. 29.

Table III-13 Stanford Achievement Test Stanine Scores for mean grade scores of Title III and Non-Title III second grade pupils. Page 1.

	Mean Stanine Scores													
	Title III PSP							Non-Title III						
School and Class	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	N	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
Mechanicsville														
Mrs. B.	6	5	4	4	6	4	4	6	6	5	5	5	5	6
Mrs. J.	3	8	7	5	7	7	6	3	6	6	4	8	6	4
Banneker														
Mrs. R.	3	4	3	2	6	3	3	3	6	6	7	7	7	6
Mrs. S.	3	4	2	4	5	5	3	3	6	5	4	7	5	5
Mother Catherine Spalding														
Mrs. H.	3	7	8	6	9	7	5	3	9	9	7	8	8	6
White Marsh														
Mrs. C.	3	4	4	3	6	4	4	3	4	5	5	6	5	5
TOTAL	21	5	4	4	6	5	4	21	6	5	5	6	6	5

Table III-13 Stanford Achievement Test Stanine Scores for mean grade scores differences between Title III PSP and Non-Title III second grade pupils. Page 2.

Mean Stanine Scores

Difference (Title III PSP minus Non-Title III)

School and class	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
Mechanicsville						
Mrs. B.	-1	-1	-1	+1	-1	-2
Mrs. J.	+2	+1	+1	-1	+1	+2
Banneker						
Mrs. R.	-2	-3	-5	-1	-4	-3
Mrs. S.	-2	-3	0	-2	0	-2
Mother Catherine Spalding						
Mrs. H.	-2	-1	-1	+1	-1	-1
White Marsh						
Mrs. C.	0	-1	-2	0	-1	-1
TOTAL	-1	-1	-1	0	-1	-1

D. Wechsler Preschool and Primary Scale of Intelligence and Wechsler Intelligence Scale for Children (WISC)

Content. In his preface to the test manual, Wechsler noted that the individually-administered WPPSI was an adaptation of the WISC for a younger age, four through six and a half,[28] a well-defined period in the child's mental development.[29] He felt that at this time the child could think for himself and profit from his mistakes, as far as experience and language enabled him to do so. Both ready and willing to carry out tasks of reasonable difficulty, he could do many things in many ways, provided his interest and attention were captured.[30] The battery of 10 tests, each designed to measure a different ability, yielded a score considered one of global intellectual capacity.[31] Such an approach owed part of its theoretical debt to the Gesell Development Schedules which, in turn, were largely based on a longitudinal study of families in New Haven, Connecticut. The WPPSI score retained the concept of Intelligence Quotient, not in the mental age divided by chronological age (MA ÷ CA) sense, but rather as a way of comparing mental endowment of a child with respect to children of his own age.[32] It was indicated further that the child was not necessarily expected to score identically when retested with the WPPSI because of the changes that might occur to him in the interval.[33]

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[28] David Wechsler. *Manual for the Wechsler Preschool and Primary Scale of Intelligence*. New York. The Psychological Corporation, 1967. P. iii.

[29] *Ibid*. P. 2.

[30] *Ibid*.

[31] *Ibid*. Pg. 2-3.

[32] *Ibid*. P. 5.

[33] *Ibid*.

Perhaps a much more important reason for differences, in an estimation, was the necessity for the examiner to exercise a considerable amount of his own judgment in rating each item as it was asked and answered. More than most of the paper and pencil tests, administrator experience, bias, fatigue, fund of knowledge and attitudes toward the child could enter into his grading, no matter how carefully he followed directions. Hopefully, some of these variables could be kept constant when a single examiner gives all the tests to a particular population living in the same area within a short span of time. But it seemed hazardous, if not downright invalid, to compare any one child's score with that resulting from a WPPSI given by another person, even if it were administered to the same youngster. Because of the broad range of examiner discretion, the dangers of comparing scores from various administrators at different points in time between two or more regions and for various socio-economic groups were so great as to call into question results of the impressively careful sampling done by Wechsler *et al.* in standardizing the scale.[34]

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[34] The WPPSI was standardized on a sample of 100 boys and 100 girls in each of six age groups, ranging by half-years from 4 through 6½. Using the 1960 Census, the total final sample of 1200 children were assigned in proportion a)to their populations in four regions, b) to the balance of people living in urban and rural places, c) to color representation, and d) to father's occupation according to eight strata, with quotas assigned for the sample according to incidence of these occupational categories in the United States for male family heads with children under six years of age. These quotas also reflected occupational representation by region, residence and color. Educational level for the father was assigned to each individual desired for the sample and was used as an approximate guide in selecting cases. Forty-five testing centers employing 116 examiners set up in communities throughout the different regions conducted the testing between October 1963 and May 1966, with close supervision by the psychologist in charge of the testing center. (*Manual*. Pages 13-15.)

In addition to the variables introduced by examiner, the WPPSI contained a number of terms that were unclear when heard orally, such as homonyms. It also included items that were somewhat archaic in terms of current cultural content, that required knowledge other than that being rated, that penalized a child for having values different from that considered correct in the response, and that called for experiences one would expect to be outside of the range of all children of this age. In order to illustrate these points of administration and content, we can now describe them in the context of the five verbal and five performance subtests that comprised the scale.

In the first subtest of Information, each of the 23 information questions were to be read exactly and in the order given, but it was permissible to ask a child to elaborate an initially unclear statement. In order to score a reply, the administrator had in front of him essentials of acceptable answers which he had to take into consideration. At the same time, he had to keep his attention primarily focused on the child as uninterrupted engagement of the child's attention was of great importance to the testing.[35] Two of the items in this subtest illustrating the flexibility in the question and response pattern were what lived in water and what should be put on a letter before you mailed it. For the letter, the correct reply was a stamp, but if the child said envelop he was to be asked what had to go on the envelop, and if he said address, he had to be asked what else was needed.

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[35] Ibid. P. 45.

Materials for Animal House, the second subtest, included a figured board and 28 colored cylinders. The instructor first had to determine right or left-handedness of the child before slowly showing him the association of black, white, blue, and yellow, each with a different creature. Then in a practice session the examiner asked to have the correct colored "house" put under each animal according to a key on top of the board by saying, for example, here is a fish and it lives in a blue house. Five minutes were allowed for the child to do it by himself after that, with scoring based on time, omissions, and errors.

Vocabulary was preceded by careful directions for the examiner to read to himself which defined two-point, one-point, and no point types of responses. As a further help, examples were given under each word of acceptable and unacceptable replies. Nonetheless, there was a realm of discretion for a number of the words, as for hero, where one point was given for his doing good things, but none for his taking more chances and where the examiner had to make judgments about children's answers not illustrated by the book.

Picture Completion the fourth subtest had 23 cards printed with pictures, each with some portion missing, such as the rather obvious door without a hinge and the more subtle rooster without his fighting spur.

For Arithmetic a child pointed to pictures to indicate the biggest, the longest, the most and the same. Counting and problem solving for addition, subtraction, and multiplication completed the subtest. The next performance test was to draw a line correctly through 10 mazes for which there was a demonstration practice session to acquaint them with what mazes and blind alleys were.

A verbal subtest, Similarities, was next of which 10 questions were for completing a sentence and six for indicating how pairs of objects were alike such as piano-violin and beer-wine.

Block Design was for making patterns according to a printed design with red and white blocks. For this the examiner first made patterns for the child to follow after the blocks were rescrambled. One or two demonstrations were permitted for eight of the 10 trials.

Like Similarities, Comprehension responses could be scored with two, one, or no points for such questions as the reason for going to the toilet at night before bedtime, and why electric lights were better than candles.[36] Another item of what to do when you were sent to the store for bread and there was none was not only outside of the range of most young children's experience, but also permitted replies patently reflective of the test-maker's values rather than what some families might think correct.

In the evaluation contract, it had been stated that the WPPSI be given to second graders as well as to preschoolers, but since age norms for the WPPSI were inappropriate for second grade children, the WISC for ages 5-15 had to be substituted for the WPPSI with this particular group.

In reviewing the Wechsler Intelligence Scale for Children, we could see that among the 30 items were two potentially confusing homonyms in the first subtest of General Information: Chile and Lien. Although most of the queries tapped common knowledge, the average height of American men seemed somewhat esoteric and irrelevant. At least two items in General

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[36] As indicated in Chapter I, some of the children tested did not have electric lights in their homes.

Comprehension may not have the place they used to in American culture: why women and children should be saved first in a shipwreck and why it is better to give money to an organized charity than to a street beggar. *Arithmetic*, through spoken and written problems, tested counting, addition, subtraction, multiplication, and division. One problem required greater familiarity with the art of dealing in a card game played with money than with ability to deal in fractions. *Similarities* had 16 items, and *Vocabulary* had 40, with fur that could be taken for fir, and with gamble, hara-kiri, catacomb and mantis (instead of praying mantis) seemingly less useful words than a plethora of others that might have been included. In *Digit Span* the child repeated three numbers after the examiner, then four in a row, then increasing up to nine. He then was asked to repeat backwards the number series read to him, which seemed useless in view of our total lack of need to recite numbers in reverse order in ordinary existence.[37] *Picture Completion* had 20 items more or less increasing in difficulty. In *Picture Arrangement* children had to put together successively four objects that had been cut in pieces and scrambled. Each was shown first in correct order by the examiner. Next were seven picture stories that each had to be put into the logical sequence such as story of a fire, a burglar, and rain. Similar to this was *Object Assembly* for putting puzzle pieces together as portrayed intact by the examiner who then scrambled the pieces according to a definite pattern. In *Coding* the child was shown a ball, triangle, cross, and other shapes, each with a different simple design on it such as two lines. On his paper on each type of shape, he had to draw the same type of design using a key at the top of the paper which the examiner had explained. Score was based on seconds it took to complete. A final subtest here was Mazes.

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[37] A similar point was made with respect to counting backwards in the Stanford Achievement Test.

Administration. For many of the Preschool Program children, taking this individually administered test was a very difficult experience. Quite a few were extraordinarily shy and hesitant about leaving the classroom to go with the examiner. Eventually, all but one agreed to be tested even though this meant they were required to go to another room alone with the examiner. That this was a traumatic experience was evidenced by some hardly being able to verbalize under these conditions, in this way severely handicapping their scores. Others had the greatest difficulty understanding and following the directions that were presented.[38] As a consequence, the usual testing time mentioned in the Manual of 50-75 minutes[39] had little relationship to the time spent with these children.

Although many of the preschoolers were very nonverbal and withdrawn, others who were enormously hyperactive had a very difficult time concentrating on the items presented. They fidgeted, failed to pay attention and generally moved about a good deal. In this fashion, these children exhibited an extreme lack of self-control which undoubted affected their test scores.

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[38] Also note our earlier discussion about regional speech patterns.
[39] Manual. Op. cit.

One other comment might be worthwile concerning actions of these children. As we noted earlier, one only has to examine contents of the test to see that they are culturally biased. Because it was unlikely that many of these boys and girls would have ever been exposed to the types of information required to perform successfully, there was little wonder that some became discouraged or gave up.

Another problem was finding suitable space for testing. With few vacant rooms available anywhere, interruptions were not infrequent. To circumvent this, the investigator attempted to administer the instrument to one of the children in her home, but the lack of privacy together with many things around to attract attention, prevented this even with three of us present to help. Locating a proper testing facility, in fact, was a difficulty that actually was never satisfactorily solved as far as these preschoolers were concerned.

For her master's thesis at the University of Maryland, Mrs. Nanette Vincent in 1967 had given the Stanford-Binet Intelligence Scale, Form L-M to 15 Preschool Program children, from February-June 1967 who by that time were seven years of age. She also tested 13 of their siblings who were 3 and 4 years old. Her control group were 15 children who had attended a five-day a week Head Start program during that same period and 13 of their 3-4 year old siblings. Her two hypotheses were: 1) children whose parents had been involved in a compensatory educational program would demonstrate higher levels of cognitive function that those of a control group whose parents had not been involved in the compensatory program and 2) children who had never been enrolled in a compensatory program but whose parents had been involved when they were between one or two years of age would perform at a level higher than that of their older siblings and at a level higher than that of a control group of 3-4 year olds.[40] Although, as she indicated, Mrs. Vincent knew as she tested the children which of them had been in the Preschool Program and which in Head Start, she found support for both hypotheses. In other words, range of Preschool Program scores was higher than of Head Start, and siblings of preschoolers performed higher than siblings of Head Start children. Moreover, younger siblings of Preschool Program children tested significantly higher than their older brothers and sisters.[41]

As a follow up of her study, especially as we also had to give individual tests, we decided to obtain data for a similar hypothesis for Preschool Program children; namely, that younger children would score higher than their older siblings as the consequence of parental involvement in the PSP program. To this end, we looked at families having more than one child in PSP in which the youngest was currently in the Preschool Program and the oldest now in second grade had been in PSP at least two years earlier. By having at least a two-year spread between them, we felt effect of parental participation would be maximized.

Results. As indicated in Table III-14, we had 17 pairs of siblings who fulfilled this requirement. Three scores from the Wechslers were possible: one based on the five verbal subtests, another from the five

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[40] Nanette L. Vincent. The Effects of a Program to Stimulate the Cognitive Development of Children of Two Ages. College Park, Maryland, University of Maryland. Unpublished Master of Arts Thesis, 1968. Pp. 38-29.

[41] Ibid. Abstract P. 37.

Table III-14 WPPSI and WISC Test Scores of Title III preschool and second grade siblings

WPPSI Scores of preschool siblings				WISC Scores of second grade siblings		
Sibling	Verbal	Performance	Total	Verbal	Performance	Total
A	71	101	84	80	71	73
B	77	80	76	90	100	94
C	76	84	78	75	90	80
D	69	86	75	69	74	68
E	85	89	86	84	94	88
F	75	95	83	82	92	85
G	85	95	88	80	94	85
H	70	93	79	89	120	104
I	55	82	65	77	92	83
J	74	89	79	81	99	88
K	74	77	73	76	65	68
L	55	66	56	74	75	72
M	61	77	65	81	85	81
N	72	91	79	80	101	90
O	66	64	62	62	86	71
P	76	92	82	81	80	79
Q	67	78	70	82	85	82
Total Score	1208	1439	1280	1343	1503	1391
Mean	71.0	84.5	75.2	79.0	88.4	81.8

Preschool I.Q. Mean Difference

Verbal	Performance	Total
-8.0	-3.9	-6.6

performance subtests, and a total. For all three, older children averaged higher, although for a few individual pairs of siblings, there were a few results contrary to this trend: For pairs labeled A, D, and G, for example, second graders had lower total scores. A, D, F, G, and K,older children were lower in performance, and for C, G, and O, verbal scores were lower, while for D, they were equal. Although the overall higher means for older children may apparently contradict Vincent's findings, differences between the WPPSI and WISC instruments themselves constitute unknown variables which have to be considered. Also, her use of another test entirely for her work does not necessarily mean that results of the WISC and WPPSI would be in the same direction, given the variables of content and administration.

E. The Vineland Social Maturity Scale

Contents and Administration. This was developed at the Training School at Vineland, New Jersey, beginning in the mid 1930's, to determine a child's progressive ability to look after himself and to take part in activities leading to ultimate independence as an adult.[42] Basic to this was the premise that the socially mature individual was able to perform independently and responsibly activities the test-maker deemed appropriate for his particular age. Altogether there were 117 specific items of behavior covering from three months of age to over 25 years. For example, eating with a spoon was at about a year and a half, whereas telling time to a quarter of an hour was considered at the level of 7.28 years. During the data gathering, the interviewer was to ask the parent, or someone knowing the individual extremely well, to what extent the person did each type of action. All general responses were to be followed with detailed queries of how much he did for himself. Inquiries additionally included when the child first did this by himself or how long he had been doing this independently. The final score was to be interpreted with due regard for circumstances such as sensory defects, adult domination, or other barriers or incentives to opportunity. However, limitations of intelligence level, emotional attitudes, social conditioning and disposition were presumed to be reflected in the scale itself.[43]

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[42] Edgar A. Doll. Vineland Social Maturity Scale-Condensed Manual for Directions. Circle Pines, Minnesota: American Guidance Service, Inc. 1965 P. 1.

[43] Ibid. P. 15.

The test re-test reliability coefficient reported by Doll in 1936 for a study involving 123 re-examinations of the Vineland was .92.[44] Different informants were interviewed the second time the scale was administered. As for validity, the principal evidence was derived from studies of people defined as feeble minded.[45] Those interviewed about normal children were asked to estimate the child's social maturity after the scale had been administered to them. These estimates clustered around the chronological age of the child, but nonetheless this seems hardly sufficient evidence for determining the validity of the test as a general predictor of social competence.

Although originally a means of objectively describing a child's competence, we feel that even more than the WPPSI and WISC, the Vineland has such room for interviewer judgment and respondent estimation that one wonders how any child's score could possibly be compared to norms that had been developed by combining results from diverse administrators and informants about different individuals. We could only hope that in order to fulfill the contract that administration by one person in a small population would yield results comparable within this group.

As with the WPPSI and WISC, the scale was administered to each family having three children in the program. The oldest sibling was either a second or repeating first grade student, the middle one either a first grade or a kindergarten student, and the youngest was a participant in the Preschool Program during the 1968-69 school year. The age difference between the oldest and youngest child in all cases was two years or more. Two Vineland Scales were given to each mother (in one case a grandmother surrogate), one for the oldest sibling and one for the youngest.

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[44] Edgar A. Doll. Measurement of Social Competence. United States Educational Test Bureau, 1953, P. 543.
[45] Ibid. P. 381.

In gathering and treating our data, we first contacted the mothers to make appointments for administering the Vineland in the PSP rooms at Banneker School, in their homes, or at their places of employment. Before beginning each interview, purpose of the scale was explained and encouragement given for them to answer as fully as possible. The items were then asked as they appeared on the scale. Inquiries were phrased so that we could determine the degree of independence that the child had attained in the type of behavior being considered. In doing this, mothers were asked whether or not the child actually engaged in that behavior as well as to give concrete examples. If they did not comprehend the terms used in the scale, we explained them more fully. However, in most cases, they understood what was being sought.

With all parents, we began with the first item and continued with each succeeding one until it was evident that the activities being discussed could not be performed independently by the child. On the scale, scoring this was indicated by a series of minus signs showing that the child had not engaged in that type of behavior. After terminating the interview, a total score for the entire scale was obtained, which was converted into a Social Age using the Vineland Scale provided in the manual.[46] After Social Ages and Chronological Ages for each child were tabulated, means for the entire group of pre-school and of second grade siblings were computed. The degree of difference between the mean Chronological and Social Ages for the group of youngest siblings was then obtained as was this degree of difference for the group of oldest siblings.

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[46] Manual. Op. cit. Pp. 10-15.

Results. An examination of Table III-15 shows that the Chronological Ages were computed in terms of years and months. Social Ages, however, were tabulated somewhat differently: by years and tenths of a year. Thus, a Social Age of 5.5 would be interpreted as five and 5/10 of a year, five and 1/2 years, or five years and six months.

An examination of the pre-school siblings' scores showed that mean Chronological Age is five years, while mean Social Age is four and 5/10's of a year, or four years and 6 months. Thus, the difference between the Chronological and Social Ages for this group of children was 6 months.

For second grade siblings' scores, the mean Chronological Age is seven years and seven months, while the mean Social Age is seven and 4/10ths of a year. A conversion of the Social Age into years and months makes it 7 years and 5 months.[47] This meant the difference between the Chronological and Social Ages for this group was 2 months.

Since the mean difference between the Chronological and Social Ages for the preschoolers was 6 months and for the second graders was 2 months, the data suggest that the second graders may be more socially matured for their Chronological Age level than the pre-school children. Contrary to the hypothesis that younger children's scores would be higher than those

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[47] Remainders greater than three-fourths were rounded into the year and month totals.

Table III-15 Vineland Social Maturity Scale Scores of 1968-69 Title III preschool and their second grade siblings

	Present Preschool Siblings				Present Second Grade Siblings			
	Chronological Age		Social Age		Chronological Age		Social Age	
Sibling	Years	Months	Years	Tenths of a yr.	Years	Months	Years	Tenths of a yr.
A	4	10	4	2	7	2	6	4
B	5	3	5	5	7	7	7	7
C	5	4	4	4	7	10	7	0
D	5	2	4	8	7	9	6	4
E	5	3	5	6	7	11	7	5
F	5	0	5	0	7	7	7	1
G	4	6	3	8	7	7	6	6
H	4	9	4	3	7	9	7	1
I	5	4	4	5	7	6	7	2
J	4	10	5	9	7	8	8	5
K	4	10	4	7	7	6	7	6
L	4	8	3	5	8	0	6	5
M	4	10	3	6	7	8	7	4
N	6	0	4	9	8	1	7	4
O	4	11	5	0	7	5	7	0
P	5	1	5	6	7	3	7	0
Q	4	9	4	1	7	9	7	6
R	5	2	4	7	8	1	7	8
Mean Scores	5	0	4	5	7	7	7	4

Difference between preschool and second grade siblings chronological and social age mean scores

Mean Scores											
Present Preschool Siblings						Present Second Grade Siblings					
Chronological Age		Social Age		Difference		Chronological Age		Social Age		Difference	
Yrs.	Mos.	Yrs.	Tenths of a Yr.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Tenths of a Yr.	Yrs.	Mos.
5	0	4	5	0	-6	7	7	7	4	0	-2

of their older brothers and sisters, results showed that the older children exceeded the younger in social maturity, just as they had surpassed them on the Wechsler tests.

F. The Johns Hopkins Perceptual Test

Content and Administration. As an individually administered instrument being developed as a brief measure of intelligence, the Johns Hopkins Perceptual Test (JHPT) was seen by its author, Dr. Leon A. Rosenberg, as contributing "to large scale screening programs aimed at identifying mentally retarded children at a young age" since:

> "Available tests of intellectual functions have serious limitations when applied to: (1) children who do not speak because of functional or organic handicaps; (2) culturally deprived children with limited verbal and experimental repertoires; (3) children with motor handicaps; (4) very young or retarded children."[48]

To this end, a series of identifications are being tried that aim to be on a continuum of increasing complexity and that require neither verbal nor performance responses. A description of testing procedure perhaps serves best to illuminate content.[49] Prior to testing, the child is taught that matching is to be expected of him, given a three-dimensional triangle, circle and square. The examiner then holds up an identical circle, square or triangle asking the child to find which one of his forms matches. These are put away before presentation of black designs on cards. The first subtest is for two choices. Three-point Type A designs, numbered 1 and 2, are placed side by side, flat on the table in front of the child. The examiner then presents the second copy of design number 1, either in his hand or on a stand to allow the card to be perpendicular to the table. The child is then asked to point to the design flat on the table which exactly matches the other. After this choice, the examiner presents the second copy of design number 2 in the same way.

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[48] Leon A. Rosenberg, M.D. Manual - The Johns Hopkins Perceptual Test. Baltimore, Maryland. The Johns Hopkins University School of Medicine, 1966. (Mimeo) Page 1.

[49] Ibid. P. 29.

The second task is a three-alternative problem with designs 3, 4, and 5 of the Three-point, Type A series. As the examiner shows him in turn the second copies of 3, 4, and 5, the child is asked to point to the one that matches. From then on, all problems have five alternatives. In the first, designs 1-5 of Three-point Type A are placed on the table, with the duplicates being presented in the order 2, 3, 1, 5, 4. A similar pattern is followed for 4A, 4B, and 6B. All told, 30 discriminations are called for.

Scoring is simply the total number of correct matches. Since the test is still in a tryout stage and not yet standardized, we utilized it only for Title III, PSP children. Altogether, Mr. Paul J. Lavin gave it individually to 27 in the fall of 1968-69 Preschool Program aged four and five, 43 in first grade, aged five and six, and 49 in second grade, aged six and seven. Although our goal was to have all Title III take it, five absolutely refused. With many, testing time was longer than the 10 to 15 minutes stipulated in the manual.[50] Scheduling and testing procedures in the six schools required seven weeks of field work from October 15 to November 30, 1968. Because of the amount of effort involved as well as because of the many observations made during testing and availability of results from earlier testing of PSP children, two uses could be made of the data: one as a contribution to revising the instrument itself and another as a gauge of Preschool program effectiveness.

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[50] Ibid. P. 1.

In administering this, a number of observations suggested its strengths as well as its weaknesses. Since it is felt that these characteristics may have a bearing on results and their interpretation within this as well as other projects, they were spelled out here together with the findings. We also have compared these scores with a measure of staff contact families had with the program.

Results. If we use the concept of normality as interpreted by Lee J. Cronbach,[51] it appears that the Johns Hopkins Perceptual Test was able to distinguish among the fall semester, 1968, Preschool Program children and former preschoolers now in first grade better than it did among former PSP's now in second grade (Table III-16). When we examine the second grade scores, however, we find that the distribution is skewed toward the upper end of the scale. More than one-third of these pupils scored 26 or above, indicating they were able to make correct responses toward the end of the test without too much difficulty. As Chronbach adds, if we wish "to distinguish equally well along the scale," the normal distribution is better because it enables us to identify a good, an average, or a poor performance on a test.[52] Since JHPT second graders scores

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[51] Lee J. Cronbach. Essentials of Psychological Testing. New York. Harper and Row, Publishers, 1960. P. 135. A normal distribution "spreads out cases at both ends of the scale," and "with a symmetrical distribution, scores at the two ends are likely to be equally reliable." Thus, he contends that if we wish to distinguish between good, poor, and mediocre performance on a test, the normal distribution is most preferable.

[52] Ibid.

Table III-16 Distribution of Johns Hopkins Perceptual Test Scores for Title III, Preschool Program children

	In PSP fall 1968-69		At present in first grade		At present in second grade	
Score	Number	Percent	Number	Percent	Number	Percent
30	0	0	0	0	3	6
29	0	0	2	5	3	6
28	0	0	0	0	4	8
27	0	0	2	5	4	8
26	0	0	4	9	4	8
25	0	0	4	9	4	8
24	1	4	8	19	6	12
23	2	7	7	16	5	11
22	1	4	6	14	5	11
21	3	11	7	16	3	6
20	2	7	2	5	6	12
19	4	15	0	0	0	0
18	2	7	0	0	1	2
17	4	15	0	0	0	0
16	3	11	1	2	0	0
15	1	4	0	0	0	0
14	1	4	0	0	0	0
13	0	0	0	0	0	0
12	0	0	0	0	0	0
11	0	0	0	0	0	0
10	0	0	0	0	0	0
9	1	4	0	0	0	0
8	1	4	0	0	1	2
7	0	0	0	0	0	0
6	1	4	0	0	0	0
Total	27	101	43	100	49	100
MEAN = 17.59			MEAN = 23.34		MEAN = 24.06	
S.D. = 4.31			S.D. = 2.45		S.D. = 3.89	

show a distribution departing from normality, according to this view, the test is considered ineffective in distinguishing between the varying levels of performances of these students.

Before any conclusions can be drawn from these total figures, we can examine results of the subtests. According to the JHPT manual, difficulty of the subtests is determined by the complex nature of the various types of designs as well as by the number of choices or comparisons required. In other words, comparison of figures having four points is supposedly more difficult than of figures having three points; and, being required to make five choices is considered harder than having to make three. However, the evidence accumulated with our testing may challenge these contentions.

Table III-17 shows that the two and three choice tasks of 3A (subtests with figures having three points) seem to present as much or more difficulty as the 3A five-choice subtest. This could suggest one of two things. Prior experience with the items either made the five-choice subtest relatively easy for these children or five-choice subtests are not necessarily more difficult than three or two alternative subtests. If we examine only the first three subtests, the data obviously support the latter assumption. This situation is changed, however, when we examine subtest 3B (also a subtest with figures having three points). In this case there is a noticeable increase in the amount of errors, thus denoting a greater degree of difficulty. This would seem to indicate that when the effect of prior experience is removed, the five alternative subtest presents more of a problem for the pupil than the two or three alternative subtest. Hence, the evidence considered in this light tends

Table III-17 Item and Subtest Analysis of the Johns Hopkins Perceptual Test for three groups of Title III PSP children

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Percent of pupils who missed each item and mean of each grade and subtest.

Subtest Point and Type	Number of Choices[1]	Preschool % Missed (N=27)	$\bar{X}$	Grade 1 % Missed (N=43)	$\bar{X}$	Grade 2 % Missed (N=49)	$\bar{X}$
3A	1	26		2		0	
	2	30	28	2	2	0	0
3A	4	26		7		2	
	5	4		0		2	
	3	26	19	5	4	6	3
3A	3	4		0		4	
	2	30		7		4	
	1	26		2		2	
	5	4		0		2	
	4	26	18	0	2	4	3
3B	1	22		9		24	
	5	70		37		27	
	3	70		49		37	
	2	56		26		31	
	4	4	44	0	24	2	24
4A	3	56		33		14	
	5	44		21		14	
	1	56		16		8	
	2	4		0		2	
	4	33	39	5	15	6	9
4B	4	74		58		57	
	2	33		21		16	
	1	15		7		20	
	5	41		26		29	
	3	93	51	60	34	53	35
6B	1	78		28		29	
	5	78		44		31	
	3	70		74		57	
	2	67		65		55	
	4	78	74	60	54	55	45
Total mean percent of items missed:			41		22		20

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[1] Items shown as now arranged for presentation by the examiner.

to support the assumption that the more alternatives that confront the child the more difficult the task.

Examining the subtests further in Table III-17 shows that figures with four points are not necessarily more difficult than figures with three points. Although the four-point figure is supposedly more complex because of its greater informational content, the 3B subtest apparently was more troublesome for these children than the 4A subtest (a subtest with four-point figures). This might suggest that other variables besides the number of angles of a figure are responsible for the complexity of the selection task. It also might suggest that if the subtests are to be arranged on a simple to complex continuum, further analysis may be necessary, since the data indicate that the 3B subtest is of greater difficulty than the 4A subtest which proceeds it.

The next step will be concerned with examining the items on the test. In conducting an item analysis, the following point must be kept in mind. A good item is neither too difficult nor too easy. In other words, it is one which helps us to distinguish between persons so that we can determine whether pupils are likely to be in good, mediocre, or poor range. Hence, an item which everyone gets correct or one which everyone misses is useless because it does not help us to discriminate between individuals.

Item 4 in subtest 3B and item 2 in subtest 4A as indicated in Table III-17 appears to fall within this "inability to discriminate" category. Only four children out of the entire three groups missed these two selections. The fact that these four chose incorrectly may also be accounted for by their behavior while taking the test: they failed to concentrate on the choices that were presented, fidgeted a good deal, were anxious, and guessed randomly much of the time. Because they adjusted so poorly to the testing situation, it is doubtful that they even recognized the majority of the cards that were presented by the examiner. If they had concentrated and made some effort, it is likely that they would have selected the alternatives correctly since all the rest of the children found these choices to be blatantly obvious.

Placement of difficult items varies throughout each of the subtests. The most complex choices sometimes appear at the beginning, in the middle, or at the end. Because location of items may be of importance in the JHPT, their examination and placement must be considered. Although some individual standardized tests place the simplest items at the beginning and proceed gradually toward the more complex problems, whether such a procedure is feasable for the JHPT is open to question. Thus, the following points will be concerned with discussing a possible arrangement for the items in the various subtests.

In the directions for administering the JHPT, it is stated that before the test begins, a "set" is established and controlled by the examiner whereby the child learns to associate the objects presented to him with different alternatives. By this he is to learn that a similarity exists between a card which is presented and one of the possible choices laying before him. However, there is another kind of thinking which many childdren bring to the testing situation that is not accounted for in this approach, a method of problem solving called the "one-to-one set" which must be recognized by the examiner if he is to contend with its influence.

By the one-to-one set we mean that the child selects alternatives based on the premise that there is one and only one correct choice from those on the table for each card presented by the examiner. Once the decision is made, many feel it is irrevocable. By this, the selected item is thus eliminated from their possible repertoire of future responses from items laying on the table. This means that when the next card is presented the child is now selecting from four possible alternatives rather than five. This takes place because he has already eliminated one of the designs by its previous selection. Once the next card is presented and the choice is made the number of possible future responses is reduced to three. Another selection causes the alternatives to be further reduced to two; and, a fourth selection results in the complete removal of all choices since only one alternative remains. During our testing, some children actually put their finger on the last selection before the card was presented. In some cases they had chosen the four previous alternatives correctly; therefore, there was no possibility, they thought, of making a wrong choice at this point in the subtest.

In considering the influence of the one-to-one set further, it is evident that if the simpler items are presented at the beginning, some alternatives will initially be excluded from the possible repertoire of later responses. Because the child now removes the selected choices from his field of perception, the chances for correct selection of the more difficult alternatives actually increases. This takes place because he no longer examines the initial choices or considers them to be within the realm of possible selectivity. Thus, he is actually choosing from a smaller and smaller sample as the subtest proceeds.

If the difficult items are presented at the beginning, however, the situation would be altered somewhat, and the influence of the one-to-one set would be dealt with in an effective manner. This takes place because the child has not had the opportunity to eliminate alternatives by previously choosing them. Thus, he is forced to examine and consider each one as a possible choice. Such a procedure might be valuable because it would give the difficult alternatives a greater possibility to exercise their discriminatory power. Also, if the child had been guessing with the one-to-one set approach, the chances of choosing a difficult item correctly in the beginning of the subtest would be less than if it were placed at the end. Often the child who guesses is the one unable to distinguish between the choices laying before him. If the odds are arranged, therefore, so that we provide a greater opportunity for the correct selection of an easier rather than a difficult item, the results of the test are likely to be more accurate. This takes place because the guessing child does not know the correct response.

Actually, the one-to-one set seems to be a kind of cultural influence since of the three groups observed, the present preschoolers appeared to be the least restricted by this set. These children were more likely to choose an alternative a second time if they thought they had incorrectly chosen it initially. The first and second graders, however, seemed more greatly hampered by an erroneous first choice. Once they made a selection, they appeared much more reluctant to choose that card again. This hesitancy manifested itself in a number of ways. When they recognized that their first choice was probably a mistake, some fidgeted more than they had previously, others sighed, and some expressed their disgust verbally.

The reason for this behavior seemed to be that they recognized that the card now presented by the examiner more clearly represented an alternative that was chosen previously. However, even though these youngsters realized that the failure to select the same choice a second time would result in being wrong twice, they hesitated to break the one-to-one rule. As a result, they selected an incorrect alternative rather than going back to one which they had previously chosen.

What does this all mean to the examiner who uses the JHPT? The fact that the older boys and girls appear to be more inhibited by the one-to-one set indicates that our current testing and classroom procedures apparently already have influenced these first and second graders. During their school experience, any number of the work sheets and tests they are confronted with allow for only one correct selection for each question asked. With children being taught and accustomed to bringing the one-to-one set into various work and testing situations, we must be aware of this if we are to control its influence.

For example, if the JHPT were to contain more alternatives than cards presented, the child would be unable to anticipate the last response. Also, if he was unsure of the last few items that were presented, this would decrease the likelihood of guessing them correctly.

Another approach might be to present some cards with the same design more than once so that the child would be required to select from previously chosen alternatives a second time. This would not only help to break the one-to-one set but would also indicate whether the child is truly able to discriminate between the choices he has made. Certainly, being presented with more alternatives than confrontations and being required to select the same alternative more than once would be a novel experience for most children who have ever been in any kind of a testing situation. Possibly such an approach would also help to free children from some of the subtle rules of test taking that we have inflicted upon them.

Although our main purpose here has been to analyze the JHPT as an instrument for measuring the intellectual potential of disadvantaged youngsters, it is our feeling that this test has much of projective value as well. By observing the child's performance on each of the subtests, one can learn a good deal about the method a child uses to solve problems as well as about his view of himself. In order to master the required tasks, the JHPT requires the child: 1) to observe the alternatives that are placed before him; 2) to compare these alternatives with the stimulus card which is presented by the examiner; and 3) to decide which of the alternatives is the appropriate one for solving the problem. By this, the processes of observation, association, and decision making must be utilized if the child is to perform satisfactorily. Some, however, fail to follow this procedure. Because they may observe but are unable to associate, they guess randomly or fail to choose at all. Others may be able to observe and compare with relative ease but have extreme difficulty making a decision. As a result, they may vacillate from one alternative to another before choosing, or they may make a selection after hesitating a long while even though they are usually correct in their initial analysis of the problem. We noted that a few of the children wring their hands in anxiety whereas others appear confident and at ease. Some are highly verbal, others are shy and withdrawn. Certain youngsters fearful of evaluation try to watch every mark the examiner makes on the answer sheet. Surely, all of these behavioral manifestations are of interest to those who are concerned with the pupil since they tell us something about him as a problem solver and in his relationship with others in the world around him.

Because children exhibit such behavior while taking the JHPT, it is possible that it has a great deal of potential not only as a test of intellectual ability but also as a tool for psychological evaluation. The perfecting and proper use of such a measuring instrument would not only help us to begin to assess something of the disadvantaged youngster's cognitive processes, it might also provide more information about the child himself and how he copes with his environment. To this can be added work already done in cognitive styles such as that at the University of Pittsburgh.[53]

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[53] Rosalie A. Cohen. "Conceptual Styles, Culture Conflict, and Nonverbal Tests of Intelligence." American Anthropologist. Vol. 71, No. 5. October 1969. Pp. 828.

Chapter IV

COMPARISON OF FAMILIES OF CHILDREN WHO HAD BEEN IN THE PRESCHOOL PROGRAM WITH FAMILIES OF THEIR CLASSMATES

Introduction

When we gave the group paper and pencil tests to first and second graders, our control groups for the children who had been in the Preschool Program were their present classmates. By way of further interpretation to the similarities and differences in test scores of PSP and Non-Title III pupils, we obtained as much information as was available about each of their families. In doing this, we designed a data sheet for each family on which we could note father's occupation, mother's and father's schooling, family size and whether or not they had a telephone. The sheet also included places for mother's occupation, birthplace of children and parents, birthdates of children, religion, health status and teachers' estimations of their progress and behavior, but during fieldwork, we found that these data were not available for every pupil. For this reason, we had to confine our analyses to information obtainable for most of our population.

Occupations of Fathers

The work of the head of a household is important for setting the life style of its members and is commonly used by people as part of their judgments about the community status of a family. In the school situation, information about occupations tends to be used in formulating expectations about children's learning performance as well as explanations for their behavior. That this, in turn, helps to determine the level a pupil is permitted to achieve has been recognized for some time and was well demonstrated by the experiment of Rosenthal and Jacobson.[1] In the measurement of children's learning, therefore, especially when comparison of a group under study with its control is to be made, it is pertinent to be concerned about this variable.

Although we were cognizant of the limitations of using school records for information about occupations, the one advantage of doing so was that the same drawbacks applied to the entire population of children. In our subsequent analyses, we (JKB) classified each family without knowing whether or not it had been in PSP before tallying project and control children separately for each grade and school. In determining the categories to use, we took note of the relatively narrow range of vocations represented in this area as well as the non-specificity of designations on the records.[2] We also referred to information from our informal interviewing in which estimations about families in part, at least, stemmed from the relative steadiness of income as it influenced ability of a household plan their expenditures and activities.[3] As a consequence of these considerations of quality of our data together with some local views of social structure, we divided occupations into those likely to yield incomes that were fairly predictable and those likely to result in remuneration that was somewhat hard to foretell over the year. By way of example, we classified a man who worked at the Naval Air Station as having a more predictable income, since with many of them there being on civil service it was expected that they would be working the year around. Construction and farming, on the other hand, being contingent on weather conditions, among other uncertainties, were put into the less predictable income slot.

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[1] Robert Rosenthal and Lenore F. Jacobson. "Teacher Expectations for the Disadvantaged." Scientific American. Vol. 218, No. 4. April, 1968. Pp. 19-23.

[2] For example, a man would be listed as a salesman without further indication of the product sold or length of time worked.

[3] A negative example in these interviews was of a family having peaks and troughs of income which made it difficult to ensure that children had basic necessities all the time.

In Table IV-1, we were able to compare Preschool Program children now in first grade[4] with their Non-Title III peers according to whether their fathers' occupation was more or less likely to yield a predictable income.[5] Examination of percentage differences school by school shows that PSP Title III fathers' occupations more often fell into the less predictable income category. The same trend was found for second graders in three schools (Table IV-2).

Fathers' and Mothers' Schooling

A second criterion often implicitly used by people in estimating how far a child can go in school or how well he can do is the pattern presented by his parents in terms of their education. So strong is the association between parent and child considered in this regard that it is even phrased in terms such as the child's "capacity." Because of the

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[4] All first grade or second grade classes within a school were combined for these analyses.

[5] Children in only four of the six schools could be compared because data were unavailable in one and in the other there were no PSP first graders.

[6] Occasionally educators illustrate a child's capacity by the analogy of the water pitcher which comes in different sizes. Obviously, from this, it is possible for a two-quart pitcher to be able to take more than for the one-quart size.

Table IV-1. Type of father's occupation of Preschool Program Title III and Non-Title III first graders in four St. Marys County schools.

School and category of children	No.	Percentage of Children Father's occupation more likely to yield a predictable income[1]	Father's occupation less likely to yield a predictable income[2]	Unemployed or disabled	De-ceased	No Data	Total
Banneker							
PSP Title III	6	50.0	50.0	-	-	-	100.0
Non-Title III	60	41.6	43.3	1.6	1.6	11.6	99.7
Mechanicsville							
PSP Title III	26	11.5	73.0	3.8	-	11.5	99.8
Non-Title III	74	47.2	41.8	2.7	2.7	5.4	99.8
Oakville							
PSP Title III	2	-	100.0	-	-	-	-
Non-Title III	40	75.0	17.5	-	2.5	5.0	100.0
White Marsh							
PSP Title III	8	37.5	50.0	12.5	-	-	100.0
Non-Title III	20	50.0	20.0	-	10.0	20.0	100.0

[1] E.g. Civil service, Naval Air Station, business, custodian, plumber
[2] E.g. Farming, trucking, construction, waterman

Table IV-2 Type of father's occupations in three St. Mary's County Schools of Title III and Non-Title second graders.

School and category of children	No.	Percentage of Children Father's occupation more likely to yield a predictable income[1]	Father's occupation less likely to yield a predictable income[2]	Unemployed or disabled	De-ceased	No Data	Total
Banneker							
PSP Title III	8	25.0	50.0	12.5	-	12.5	100.0
Non-Title III	43	53.4	41.8	-	-	4.6	99.8
Mechanicsville							
PSP Title III	18	22.2	66.6	5.5	-	5.5	99.8
Non-Title III	49	53.0	40.8	-	-	6.1	99.9
Mother Catherine Spalding							
PSP Title III	5	40.0	40.0	-	-	20.0	100.0
Non-Title III	33	60.6	33.3	-	-	6.0	99.9

[1] E.g. Civil service, Naval Air Station, business, custodian, plumber
[2] E.g. Farming trucking, construction, waterman

importance of amount of parental training in shaping attitudes about their children in school, we used it for comparing the Title III's with their peers to ascertain if any systematic differences existed between them.

As indicated in Tables IV-3 and IV-4, schooling of fathers of all PSP first and second graders was similar in that none had gone beyond high school. In contrast, some of the fathers of Non-Title III first and second graders had done so. With respect to high school, fathers of Title III first graders in three schools were more likely to have graduated than Non-Title III were, whereas in one the picture was reversed. Among second graders, Title III fathers in one school had more often graduated from high school and in the other had less often graduated, but differences between Title III and Non-Title III were small in both instances.

A higher percentage of PSP fathers had 11 or fewer years of schooling in two of the first grades and both of the second grades while a greater percent of Non-Title III fathers had done so in the other two first grades.

Schooling for mothers was not too dissimilar from that of their spouses. In only one grade was there anyone among Title III who had been trained further than high school, but in one of the second grades, no mother from each group had this (Tables 5 and 6.)

Percentages of those graduating from high school were lower for Title III's in two first grades and one of the second grades than for Non-Title III's. In contrast to this, a higher percentage of Title III mothers had 11 grades or less in three of the first grades and both second grades than was found for Non-Title III mothers.

Overall, there was a tendency for schooling of fathers and mothers of Title III children to be less than that of the controls.

Table IV-3 Type of father's education of Preschool Program Title III and Non-Title III first graders in four St. Mary's County schools.

School and category of children	No.	Percent of Children Father's education less than high school	Father's education high school (12th gr.)	More than high school	De-ceased	No Data	Total
Banneker							
PSP Title III	6	33.3	50.0	0.0	0.0	16.6	99.9
Non-Title III	60	41.6	31.6	10.0	1.6	15.0	99.8
Mechanicsville							
PSP Title III	26	65.3	19.2	0.0	0.0	15.3	99.8
Non-Title III	74	44.5	40.5	5.4	1.3	8.1	99.8
Oakville							
PSP Title III	2	0.0	100.0	0.0	0.0	0.0	100.0
Non-Title III	40	15.0	57.5	17.5	2.5	7.5	100.0
White Marsh							
PSP Title III	8	62.5	37.5	0.0	0.0	0.0	100.0
Non-Title III	20	35.0	25.0	15.0	5.0	20.0	100.0

Table IV-4 Type of father's education of Preschool Program Title III and Non-Title III second graders in two St. Mary's County schools.

School and category of children	No.	Percent of Children Father's education less than high school	Father's education high school (12th gr.)	More than high school	De-ceased	No Data	Total
Banneker							
PSP Title III	8	50.0	25.0	0.0	-	25.0	100.0
Non-Title III	43	44.1	27.9	9.3		18.6	99.9
Mechanicsville							
PSP Title III	18	33.3	55.5	0.0	-	11.1	99.9
Non-Title III	49	28.5	51.0	14.2		6.1	99.8

Table IV-5 Type of mother's education of Preschool Program Title III and Non-Title III first graders in four St. Mary's County schools.

		Percent of Children					
School and category of children	No.	Mother's education less than high school	Mother's education high school (12th gr.)	More than high school	De-ceased	No Data	Total
Banneker							
PSP Title III	6	66.6	16.6	0.0	-	16.6	99.8
Non-Title III	60	40.0	46.6	6.6	-	6.6	99.8
Mechanicsville							
PSP Title III	26	34.6	42.3	0.0	-	23.0	99.9
Non-Title III	74	29.7	55.4	8.1	-	6.7	99.9
Oakville							
PSP Title III	2	-	100.0	-	-	-	100.0
Non-Title III	40	20.0	57.5	15.0	-	7.5	100.0
White Marsh							
PSP Title III	8	37.5	50.0	0.0	-	12.5	100.0
Non-Title III	20	25.0	35.0	20.0	-	20.0	100.0

Table IV-6 Type of mother's education of Preschool Program Title III and Non-Title III second graders in two St. Mary's County schools.

		Percent of Children					
School and category of children	No.	Mother's education less than high school	Mother's education high school (12th gr.)	More than high school	De-ceased	No Data	Total
Banneker							
PSP Title III	8	50.0	25.0	0.0	-	25.0	100.0
Non-Title III	43	37.2	44.1	0.0	-	18.6	99.9
Mechanicsville							
PSP Title III	18	33.3	61.1	5.5	-	-	99.9
Non-Title III	49	26.5	57.1	12.2	-	4.0	99.8

Size of Family

Since one criterion mentioned in selection of families for the Preschool Program had been large numbers of young children, it is of interest to note in Tables IV-7 and IV-8 that for all first and second graders in the four schools for which these data were available, Title III families were much more likely to have seven or more children than Non-Title III's were. Range of family size for Title III's was from two to 21, whereas for Non-Title III's it was 1 to 18. Average number of children per family in Title III was higher in all first grades as well as in one second grade, but it was lower in Mechanicsville second grades. These tables indicate, therefore, that families for the most part who participated in the Preschool Program were larger than those who had not enrolled in it.

Table IV-7 Family size of Preschool Program Title III and Non-Title III first graders in four St. Mary's County Schools.

School and category of children	No.	Percent of Children Size of family 1 - 3	4 - 6	7 and over	No Data	Range of size	Average no. of children	Total
Banneker								
PSP Title III	6	0.0	66.6	33.3	-	5-8	6.0	99.9
Non-Title III	60	48.3	30.0	18.3	3.3	1-13	4.1	99.9
Mechanicsville								
PSP Title III	26	3.8	38.4	57.6	-	3-12	6.5	99.8
Non-Title III	74	32.4	45.9	20.2	1.3	1-14	4.8	99.8
Oakville								
PSP Title III	2	0.0	0.0	100.0	-	16-17	16.5	100.0
Non-Title III	40	42.5	35.0	15.0	7.5	2-17	6.4	100.0
White Marsh								
PSP Title III	8	12.5	37.5	50.0	-	2-9	6.0	100.0
Non-Title III	20	50.0	20.0	15.0	15.0	1-13	4.3	100.0

Table IV-8 Family size of Preschool Program Title III and Non-Title III second graders in two St. Mary's County schools.

		Percent of Children Size of family						
School and category of children	No.	1 - 3	4 - 6	7 and over	No Data	Range of size	Average no. of children	Total
Banneker								
PSP Title III	8	12.5	25.0	62.5	-	3-11	7.3	100.0
Non-Title III	43	18.6	44.1	34.8	2.3	1-18	6.1	99.8
Mechanicsville								
PSP Title III	18	0.0	38.8	61.1	-	5-21	6.6	99.9
Non-Title III	49	24.4	42.8	28.5	4.0	1-15	7.4	99.7

Telephones in Households

A telephone is not only one indicator of how a family spends its money but it also suggests differences in amount and type of their contacts with others. In addition, familiarity with a phone would have helped children provide correct responses to at least two of the test questions that we scored.

In our figures for St. Mary's County in Chapter I, we showed that on an average 68 percent of the families had phones. It was of interest, for this reason, to tally number of families within the Preschool Program and within Non-Title III who were listed as having a phone on the school records. In Table IV-9, we see that county average was approximated by two of the first grades, but not by two of the others. We also note that Title III families consistently less often had phones than was found for Non-Title III's, although differences within two of the schools were not great.

For second graders within another combination of schools in Table IV-10, Title III families were less likely to have telephones than Non-

Table IV-9 Telephones in households of Preschool Program Title III and Non-Title III first graders in four St. Mary's County schools.

School and category of children	Number	Percent of Children			
		Telephone			
		Yes	No	No Data	Total
Banneker					
PSP Title III	6	66.6	0.0	33.3	99.9
Non-Title III	60	68.3	0.0	31.6	99.9
Mechanicsville					
PSP Title III	26	30.7	57.6	11.5	99.8
Non-Title III	74	44.5	43.2	12.1	99.8
Oakville					
PSP Title III	2	50.0	0.0	50.0	100.0
Non-Title III	40	60.0	0.0	40.0	100.0
White Marsh					
PSP Title III	8	62.5	0.0	37.5	100.0
Non-Title III	20	75.0	0.0	25.0	100.0

Table IV-10 Telephones in households of Preschool Program Title III and Non-Title III second graders in three St. Mary's County schools.

School and category of children	Number	Percent of Children			
		Telephone			
		Yes	No	No Data	Total
Banneker					
PSP Title III	8	37.5	50.0	12.5	100.0
Non-Title III	43	51.1	41.8	6.9	99.8
Mechanicsville					
PSP Title III	18	50.0	27.7	22.2	99.9
Non-Title III	49	65.3	16.3	18.3	99.9
Mother Catherine Spalding					
PSP Title III	5	40.0	40.0	20.0	100.0
Non-Title III	33	87.8	6.0	6.0	99.8

Title III families were, with differences here being greater than existed for first graders. We also see that in one of these almost nine out of 10 Non-Title families had phones. When we link this to the fact that some of the test findings were higher from that school, it suggests that family background factors may be especially critical here for understanding these differences. Although we lack complete records from this school, our visits showed us that a sharper dichotomy between PSP and Non-Title III children may have existed here as compared to the other schools since, for one thing, some of the PSP's were there on scholarships.

Summary

Consideration of the main findings in this chapter shows that more PSP Title III families tended to have fathers who were in occupations likely to yield less predictable incomes than Title III families did. Schooling of both parents in PSP families tended to be less than was found for Title III's. The fact that PSP families tended to be larger than the others was in line with a program goal. If we use the telephone as an indicator of money spent and social contacts and if we go further and suggest that having one implies higher income than not having one, we note that with PSP families less likely to have one, this coincided with operating policy of PSP in focusing on the deprived.

The rather consistent differences found here suggest that the test scores cannot be viewed merely as a reflection of participation or non-participation in the Preschool Program. A great many variables contributed to that outcome including those of family background which we have sketched here.

Chapter V

EPILOGUE

In the four chapters of this report, we have indicated method and findings and have included comments and suggestions emanating from our fieldwork. This leaves a final task of providing direct replies to the questions of who benefits from federal intervention as well as of what can be learned from an evaluation of this kind.

In Yesterday's People, Jack Weller spoke of the caretakers that came into Appalachia to help bring mountain people into the mainstream of their nation[1], a function comparable to that of the community change agents studied by R. Alexander Sim. It was Sim's thinking, in particular, that stimulated us to ask who was benefiting by the federally-funded Preschool Program intervention and to inquire into the director's functions as change agent or caretaker.[2]

According to goals set by the program planners, PSP was supposed to create conditions under which 185 children from 86 families could obtain experiences ordinarily unavailable to them through which they could gain insights about the wider society and adjust to the school milieu. It was the responsibility of the director to translate this purpose into operating procedures for bringing changes into the lives of these families and increasing their orientation to the world of the school and beyond.

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[1] Jack Weller. Yesterday's People. Lexington, Ky. Univ. of Ky. Press. 1966.

[2] Sim. Op. cit. Also contributing to our research design as well as to this report was Walter E. Boek, Ph.D.

Our assessment of the role of the director as change agent as well as of outcomes of this program provided evidence for answering the title question of who were the beneficiaries of these funds. A careful consideration of the data showed that whereas some of the aims of the program were realized such as involving children from large, generally underprivileged households and providing needed health care and family assistance, the principal goals of increasing interactive skills of children or of helping them achieve well in school were not reached very effectively. Since these parents and children were supposed to be the chief recipients of the value of this program but actually did not obtain a full quota of the intended training, we cannot consider them first in the hierarchy of beneficiaries. Instead, we have to turn attention to the others connected with the project. As we have indicated in this report, with the functioning of the change agent being a key to meeting program goals and with the main purposes not having been realized well, we are led to consider her as the chief beneficiary. Of the approximately $200,000 spent[3], she received an estimated $45,000 of this, nearly one-fourth of the total, for salary and expenses. In addition, she had conditions that many aspire to in having freedom to attend national meetings, to consult on other projects and to arrange her own time and travel.

Second in rank as benefiting from this federal program were other employees of it, beginning with the full time teachers who had smaller classes and fewer responsibilities than public school teachers and whose compensation on a 12-month basis was comparable to other year-around jobs in the public schools.

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[3] Appendix B details some of the personnel and materials costs of one year of PSP.

If we translate the total expenditure as amount per family, we see that, theoretically, the 86 each were given $2,209 worth of instruction and service during this period. But knowing that 26 of the families dropped out after the first semester and that some families received much more health and social service assistance, had more children in the classes, or were paid as aides, it can be suggested that a fraction of the whole received a lion's share of attention from the program. It is they who are in the third line of benefit.

What might be learned from evaluation of this program can be subdivided into instruction provided by findings and those derived from evaluative procedures themselves. With respect to the first, it is fairly clear that unless a program becomes a part of the ongoing social system of an area, in this case, an integral part of the educational system, termination of its funds coincides with the ending of its operation, even of carryover of ideas. This is especially evident where a program like this one not only remained an appendage to the regular schools, but was also operated in a fashion that generated envy and antagonism on the part of those who would have been instrumental in integrating it with ongoing instruction.

We also saw from our findings that the behavior as well as the pronouncements of a program head sets the stage for its direction. Had this project been run by someone whose example in interaction was congruent with ideas she promulgated, we may well have seen a different pattern emerging. Instead, the program model was much initiation by one in authority, little response by subordinates.

Given the freedom of opportunity for developing different approaches for helping these families, it was rather lamentable to note how little this had been exercised. Although it is to be expected that some months have to be devoted to getting a program organized and to straightening out the many contingencies which always arise, within a period of two and a half academic years that were without pressures from finances or social systems and that had funds for consultants, staff development, travel, equipment and aides, greater innovation could have been possible for assisting the learning of the children and parents.

In part, the limitations on creativity may have been influenced by the attitude of the program director which implied that answers were known, only acceptance by the people there was necessary. This frame of reference probably helped to account for the paucity of listening or learning that was observed. However, with a different viewpoint, a great deal could have been gleaned about the value systems of these families that would have been of inestimable assistance in gaiting experiences to make them most meaningful to them. Instead of relegating mothers to a minor role at the same time lip service was given to their participation, the program could have permitted them a more active part in instruction and in decision making. It seems apparent that with teaching requiring learning by the instructor about his pupils as well as his transmitting of values and information, when PSP was not prepared to learn, this constricted the possibility of its carrying out the second part of this process.

Another constriction on creativity may be traceable to knowing how a person regards a project he is about to administer. From this research project as well as others, we have discerned that a key to a director's behavior may be provided by knowing his personal aspirations and where a specific job is seen to fit into these. Some years ago in a study of a Missouri hospital, Habenstein and Christ found they could classify the nurses into traditionalizers, professionalizers and utilizers. The first of these included nurses who put service to the patient first, regardless of hours or the work to be done. Professionalizers, on the other hand, worked to upgrade the status of their vocation through activities outside of the hospital as well as within it. Utilizers were least interested in nursing as a service or as a career. Rather, they saw their work merely as a route for obtaining money for new drapes or other things they desired.[4] Viewed in this light, we can consider the categories most likely to fit the PSP director. From observation of her behavior and statements, we found she regarded the program mostly as a chance to carry on other things she liked to do. However, she had a secondary interest in upgrading her professional status enough to make the next career step easier and higher.

Equal education for all has become United States policy as the great flow of people makes the training received in one region sooner or later the concern of others. But when projects are planned to upgrade schooling, it is becoming increasingly apparent that an essential component of each is an adequate social accounting of its goals and accomplishments. The country can no longer afford, either in social or monetary terms, to spend vast sums on vague hopes of doing some good without independent audits of how much good is being done or how many mistakes are being made.

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[4] Robert W. Habenstein and Edwin A Christ. Professionalizer, Traditionalizer, and Utilizer. Columbia Missouri. University of Missouri. 1955.

With the launching of programs designed to improve efficacy of ongoing endeavors or to break new ground, the experience gained is ordinarily stored within the group operating a project. Some of this knowledge is embodied in administrative records,that rarely are designed with research use in view, other of it within the oral tradition of the participants. When people disperse at the end of a program, they may reinvest the knowledge gained in other enterprises, but unless there is some documentation of the ongoing process, preferably by observers who have no other responsibility in an endeavor, a great deal of the investment in a pilot effort is lost, especially that dependent upon structure and functioning of a group. If it is considered valuable for a society to invest in demonstration projects, it should be considered good economy to capture as much as possible of the pluses and minuses of the trial for others to utilize beyond the few who know the original actors or happen to be privy to internal reporting. Unless some wider use is planned through objective documentation a large portion of a major investment may be lost through over-exploitation of what are considered its successes and a covering up of aspects considered less "successful".

Because of the importance of the evaluation of ongoing programs, there is need to develop new tools for this. Not long ago Weiss and Rein suggested that

> "There is much work to be done in the development of a nonexperimental methodology for evaluation research... there is need for a more qualitative process oriented approach."[5]

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[5] Robert S. Weiss and Martin Rein. "The Evaluation of Broad-Aim Programs: A Cautionary Case and a Moral." The Annals of the American Academy of Political and Social Science. Vol. 385. September 1969. P. 142.

They state further that one should look for the form the action program actually takes, along with the details of its interaction with its surroundings from which may be formed an inductive assessment of its consequence.

Although testing can be a part of this, at the present time

> "all existing instruments for measuring cognitive and affective states of children, are primitive. They were not developed for disadvantaged populations, and they are probably so gross and insensitive that they are unable to pick up many of the real and important changes that Head Start has produced in children."[6]

a point also made by Gladwin as the result of studying the intricate navigation techniques of a non-western society.[7]

In carrying out evaluation, it is essential that this be incorporated into a project as it begins in order to establish baseline data by various means. One of the designs possible is the study of the same children before and after a period of training in order that they can serve as their own controls. Another is the experiment in which all children eligible for a program are listed before a group of them are selected by random methods for inclusion in instruction. The same instruments are used to measure their progress as are employed for appraising the learning of those not chosen for the project.

Although these are the two most rigorous procedures, other data can be obtained in examining an ongoing system, in vivo, as it were, or in looking at it after the action has terminated. But if there is attempt to select controls after a program has begun, there may emerge consistent differences between them and the group within a program that may have significance for interpreting results of other measures used, as data from Chapters III and IV showed.[8]

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[6] Walter Williams and John W. Evans. "The Politics of Evaluation: the Case of Head Start." The Annals of the American Academy of Political and Social Science. Vol. 385. September 1969. P. 127.

[7] Thomas Gladwin. East is a Big Bird: Navigation and Logic on Puluwat Atoll. Cambridge. Harvard University Press, 1970.

Our evaluation here combined observation and measuring of ongoing action with ex post facto use of records and reports already filed. As such, it coupled the disadvantage of lack of ideal control groups for the children and of full records with the advantage of being able to provide a description with minimal interference to a program in its fourth and fifth semesters.

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[8] And as indicated in the research done by Frances Merchant Carp reported in A Future for the Aged: Victoria Plaza and Its Residents. Austin, Texas. University of Texas Press, 1966.

APPENDIX A

Monthly Calendar of Activities sent to most Preschool Program families and posted in the Parent's Lounge, October 1968 - May 1969[1]

OCTOBER

"A suggestion was made to plan as many nature trips and activities as possible while the mild fall weather is here. These are being planned:

(1) A trip to Cedarville State Park for a picnic and nature walk.
(2) A visit to Lexington Park (Naval Base) to see planes.
(3) A Halloween Party--possibly with our friend Van Gilmer, the folk singer.
(4) A rummage sale-October 26.
(5) Planning a Thrift Shop.

We are so happy to tell you that the Calendar of Events for this month is rich and varied. We are delighted to have with us again Mrs. Florence Lanham and Mrs. Louella Waters. A very special surprise this year is our new consultant-psychologist, Dr. Meyersburg, whom many of you probably met last year. Dr. Meyersburg will train mothers in Child Care work.

The Calendar of Activities for October is as follows:

Tuesday 1 - Mrs. Lanham - Nutrition class - 9:30 - 11:30 a.m.
(Each Tuesday for six weeks with the exception of Monday, October 7.)
Wednesday 2 - Mrs. Waters - Adult Education class - 9:30 - 11:30 a.m.
Monday 7 - Mrs. Lanham - Nutrition class, also
- Mrs. Laura Dittman, University of Maryland, and
at 8:00pm - St. Mary's Community Action Meeting at the Immaculate Conception Church Hall in Mechanicsville with Mr. Dunn, OEO representative and consultant on Credit Unions, as guest.
Tuesday 8 - Mrs. Lanham's class
Wednesday 9 - Mrs. Waters' class, and
Dr. Virginia Wang, Extension Health Specialist, Cooperative Extension Service, University of Maryland
Thursday 10 - Dr. Meyersburg of Washington School of Psychiatry
First session - Training and Child Care
Friday 11 - Dr. Jean Boek and Mr. Paul Lavin
University of Maryland research team
Tuesday 15 - Mrs. Lanham's class and
Guests from the Montgomery County Board of Education

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[1] Events that actually occurred in addition to those listed on the mimeographed lists as well as insertions for information not on the original sheets have been added here in parentheses. Events listed but later postponed are also marked.

Tuesday 16 - Mrs. Waters' class
(Thursday 17 - Trip to Naval Air Station and an apple orchard)
Tuesday 22 - Mrs. Lanham's class
Wednesday 23 - Mrs. Waters' class
Thursday 24 - Parents' Meeting at 8:00 p.m. Parents' Room at Banneker School
Saturday 26 - Rummage Sale - Parents' Room at Banneker School between 10:00 a.m. and 2 p.m.
Tuesday 29 - Mrs. Lanham's class
Wednesday 30 - Mrs. Waters' class
(Thursday 31 - Halloween party for the children)"

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"Here is the November Calendar of activities and events planned by the Preschool Program parents and staff. If we have failed to include everything scheduled, give us a call at 475-8092.

NOVEMBER

(Thursday) 7 - Preschool mothers to the St. Mary's County Memorial Library
(Monday) 11 - Visitors will be here from the Happy Day Nursery on the Base, and mothers will make their second trip to the Library. The St. Mary's Community Action Meeting will be held in the Immaculate Conception Church Hall in Mechanicsville at 8 pm
(Tuesday) 12 - Knitting class will start in the Parents' Room (and will be held each Tuesday). Dr. James Raths of the University of Maryland will be our visitor. (Mothers: Do try to come out and bring your little ones.)
(Wednesday)13 - Adult Education class continues with Mrs. Waters and Mrs. Greig. Dr. Clayton from Georgetown University will be visiting us and also Mrs. Martin from the Extension Service in Leonardtown.
(Thursday) 14 - Dr. H. A. Meyersburg will be here for the Child Care Training.
(Tuesday) 19 - Knitting class
(Wednesday)20 - Adult Education class
(Thursday) 21 - Dr. Leonard Simmons, consultant from the University of Maryland's Department of Social Work, visiting
(Sunday) 24 - Thanksgiving Dinner for Preschool families here at Banneker school
(Tuesday) 26 - Knitting class
(Wednesday)27 - Adult Education
(Thursday) 28 - Thanksgiving Day (No school)

We expect a consultant for Music, Rhythm and Dance to visit us soon. Dates will be announced later.

Planned for December: A Bake Sale at Banneker School by the Preschool Parents on Saturday, December 14, and Dr. Meyersburg will be with us again in December."

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"Dear Parents:

We are planning a Thanksgiving Dinner for the Preschool Program parents, children, and friends to be held in the Banneker School auditorium on Sunday, November 24, 1968, between 2:00 and 4:00 p.m. We would like your cooperation for this dinner as we have had in the past.

We would like for each family to bring enough food for their own family. Some suggestions are listed at the bottom of this page. We would like for you to check the items you will bring and return this paper to us (by the drivers), as soon as possible. Thank you.

For more information call 475-8092.

See you all on Sunday, November 24.

Sincerely,

(Mrs.) Jeanette Lyles, President
Parents Advisory Committee

(Mrs.) Virginia Bush, Vice President
Parents Advisory Committee

Suggested foods:

Meats ______
Breads ______
Punch ______

Salads ______
Desserts ______
Other __________

Pies ______
Cakes ______

Your Name____

Number in Family expecting to attend_________________________"

"Dear Parents:

There will be a Rummage and Bake Sale on December 14, 1968, from 10:00 a.m. to 1:00 p.m. in the Lounge at Banneker School, Loveville, Maryland, sponsored by the Parents Advisory Committee.

We would like for each parent to bake something for the sale, such as: cupcakes, rolls, cookies, pies and cakes.

We hope all of you can come, but if you cannot possibly make it, you may bring or send the baked goods ahead of time on December 12 or 13.

A free toy will be given with each bake sale purchase.

We also invited all mothers to come to the Lounge any day to help wrap Christmas gifts for the children.

Sincerely,

(Mrs.) Virginia Bush
Acting President
Parents Advisory Committee

P. S.

Several days ago a gift of new clothing for preschool children (infants to 6) was received in the program from Toys-R-Us. Next week when mothers come to school with their children, each will be able to choose an item for one member of her family for a Christmas gift.

Hope to see you all in school next week."

DECEMBER

"(Tuesday) 3 - Knitting class
(Wednesday) 4 - Adult Education class
(Thursday) 5 - Parents meeting in the Lounge at Banneker at 8:00 PM
(Tuesday) 10 - Knitting class
(Wednesday) 11 - Adult Education class and Tri-County Staff Visitation Day
(Thursday) 12 - Dr. H. A. Meyersburg from NIMH will be here promptly at 9:30 A.M. to talk on Child Care
(Saturday) 14 - Rummage and Bake Sale in the Lounge at Banneker, 10:00 A.M. to 1:00 P.M.
(Tuesday) 17 - Christmas Party for Monday-Tuesday children in the classroom between 10:30 and 11:30 A.M.
(Wednesday) 18 - Adult Education class
(Thursday) 19 - Dr. Leonard Simmons from the University of Maryland School of Social Work will be here in the morning, and

Christmas Party for Wednesday-Thursday children in the classroom between 10:30 and 11:30 A.M.
(Friday) 20 - The Preschool Center will be closed until January 6, 1969."

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JANUARY

"(Monday) 6 - Preschool Program children and parents are expected back at Banneker School after the Holidays.
(Tuesday) 7 - The Tuberculin Skin Test will be administered to the classroom children in the morning, and to the Wednesday-Thursday children in the afternoon.
Mr. Wheat and Mrs. Meginis from the Maryland State Department of Education will be here for a visit.
(Wednesday) 8 - A Well-Baby Clinic will be held at the Health Department in Leonardtown. Immunizations (shots) will be available for those who need them.
Adult Education Class with Mrs. Waters and Mrs. Greig.
(Thursday) 9 - Dr. H. A. Meyersburg from the Washington School of Psychiatry will continue his discussion with the parents on Child Care.
(Friday) 10 - Dr. J. Raths, University of Maryland
(Tuesday) 14 - Mending Class with Mrs. Florence Lanham from the Extension Service. This will be the first of a six-week series on mending. (Postponed)
(Wednesday) 15 - Adult Education Class
(Thursday) 16 - Dr. Leonard Simmons from the University of Maryland School of Social Work will be here for consultation.
Parents of the children now in the morning program will meet with teachers at 7:30 P.M. in the classroom at Banneker School.

(Tuesday) 21 - Mending Class (postponed)
(Wednesday) 22 - Adult Education Class
(Thursday) 23 - Dentals. Those children who have not had their fluoride treatment will be scheduled. (This is the last opportunity for those children.)
(Tuesday) 28 - Mending Class (postponed)
(Wednesday) 29 - Adult Education Class and Dr. Emma Barbarich will be giving medical exams to those children who have not had them this semester, and to the children who will be starting class in February.
(Thursday) 30 - Medicals - with Dr. Barbarich. Dr. Simmons will visit again.
(Friday) 31 - A meeting on Nutrition will be held in the lounge at Banneker.
Dr. Clayton from Georgetown will lead the discussion and representatives from interested agencies will be invited to attend."

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FEBRUARY

"(Monday) 3 - First day for new semester children.
(Tuesday) 4 - Knitting class
(Wednesday) 5 - Adult Basic Education class
(Thursday) 6 - Child Hygiene Clinic, Mechanicsville Fire House, 9:00 am
PTA, Mechanicsville School, 8:00 p.m.
(Tuesday) 11 - Knitting class
Medicals by Dr. Emma Barbarich from 2:00 to 4:00 p.m.
(Wednesday) 12 - Adult Basic Education class
Child Hygiene Clinic, Leonardtown Health Department, 9:00 a.m.
Van Gilmer, Jr., musician and folk singer, will be here for a Holiday Musical. (Lincoln's birthday.)
(Thursday) 13 - Dr. H. A. Meyersburg from the Washington School of Psychiatry will be here for his February visit. Dr. Leonard C. Simmons from the University of Maryland School of Social Work will visit the program in the morning and conduct an interagency meeting in the afternoon.
(Saturday) 15 - NAEYC Workshop in Washington, D. C. This is a Saturday meeting and there will be Preschool Program parents participating.
(Tuesday) 18 - Knitting class
(Wednesday) 19 - Adult Basic Education class
Mrs. Gail Perry, early childhood consultant and music specialist, will visit the program.
Child Hygiene Clinic, Lexington Park Health Department, 9:00 a.m.
(Tuesday) 25 - Knitting class
PTA, Banneker Elementary School, 8:00 p.m.

(Wednesday) 26 - Adult Basic Education class
(Thursday) 27 - Dr. Martin Barley will conduct dental exams.
Child Hygiene Clinic, Hollywood Fire House, 9:00 a.m.
Dr. Leonard C. Simmons will spend the day with the parents and staff.

Dr. Laura Dittman from the Child Study Department of the University of Maryland will be visiting one day--to be announced later.

A birth control information session is planned for this month. Date will be announced later."

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MARCH

"Sat	1	NAACP - meeting - Court House 8 p.m.
Mon	3	Parents meeting to discuss a trip in the county for parents and other spring activities.
Tues	4	Knitting Class
Wed	5	Adult Basic Education Class Mrs. Shannon from the "Enterprise" will visit with us on Wed. & Thurs. Social Hour and discussion of Credit Union White Pine Tavern at 7:30 p.m.
Thurs	6	Child Hygiene Clinic, Mechanicsville Fire House, 9:00 a.m. PTA, Mechanicsville School, 8:00 p.m. PTA, White Marsh Elementary, 8:00 p.m. Dr. H. A. Meyersburg from the Washington School of Psychiatry will be here for his March visit. Dr. Earl Schaffer NIMH (postponed)
Tues	11	Knitting Class
Wed	12	Adult Basic Education Class Child Hygiene Clinic, Leonardtown Health Department, 9:00am
Thurs	13	Dr. Leonard C. Simmons from the University of Maryland School of Social Work will visit the program in the morning and conduct an interagency meeting in the afternoon.
Fri	14	US Navy Band will perform at Great Mills High School 7:30pm Parents and children invited. Admission free. Sponsored by Women Society.
Tues	18	Knitting Class
Wed	19	Adult Basic Education Class
Tues	25	Knitting Class PTA, Banneker Elementary School, 8:00 p.m.
Wed	26	Adult Basic Education Class
Thurs	27	Child Hygiene Clinic, Hollywood Fire House, 9:00 a.m. Dr. Leonard C. Simmons will spend the day with the parents and staff.
Fri	28	State Department of Education Spring Conference in Baltimore, Pre-School parents will participate.

Note: Tenative trip to WKIK. Parents and Children. March 18 & 20, 10:30 A.M. (Leonardtown Radio Broadcasting Station)

Warm wishes to Parents, Children, Friends and Staff from Mike Dole - Vista Worker who was drafted to the Army."

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APRIL

"Tues	1	Easter Vacation
Wed	2	Easter Vacation
Thurs	3	Child Hygiene Clinic, Mechanicsville Fire House 9:00 A.M.
Mon	7	Easter Vacation
Tues	8	Knitting Class - Mrs. Althea Molitor Voter Registration Dr. Barbarich will be here for Medical Exams.
Wed	9	Adult Basic Education Class - Mrs. Waters & Mrs. Greig. Thrift Shop hours 9:30-11:30 PTA, Mechanicsville School, 8:00 p.m. Visit to explore area for Community Gardens.
Thurs.	10	Child Hygiene Clinic, Leonardtown Health Dept. Dr. Simmons: University of Maryland School of Social Work will visit the program in the morning and conduct an inter-agency meeting in the afternoon.
Mon	14	Thrift Shop hours 9:30-11:30 St. Mary's Community Action meeting, 8:00 p.m.
Tues	15	Knitting Class - Mrs. Althea Molitor Trip to Telephone Company 10:30-11:00 Parents invited for coffee at Mrs. Molitor's house.
Wed	16	Adult Basic Education Class - Mrs. Waters & Mrs. Greig Trip to Telephone Company 10:30-11:00 Thrift Shop hours 9:30-11:30
Thurs	17	Parent's - Teachers meeting, 7:30 p.m. Dr. H. A. Meyersburg: Washington School of Psychiatry will be here for his April visit.
Mon	21	Housing Committee meet at Chopticon Thrift Shop hours 9:30-11:30 Trip to Car Wash
Tues	22	Knitting Class - Mrs. Althea Molitor. Voter Registration Mrs. Lanham to discuss Nutrition Aide Program.
Wed	23	Adult Basic Education Class - Mrs. Waters & Mrs. Greig Thrift Shop hours 9:30-11:30 Dr. James Hyman: University of Maryland Dept of Early Childhood Elementary Education will visit the program.
Thurs	24	Child Hygiene Clinic @ Hollywood Methodist Church, 9:00 a.m.-1:00 p.m. Dr. Simmons: University of Maryland School of Social Work available for consultation Parents & Staff

		Trip to Car Wash Tri-County Community Action meeting, 8:00 p.m.
Sun	27	Special Event: Spring Folk Festival. A celebration in memory of Dr. Martin L. King, Jr. and in honor of Benjamin Banneker. The African Heritage Dance Group will be one of the highlights.
Mon	28	Thrift Shop hours 9:30-11:30
Tues	29	Knitting Class - Mrs. Althea Molitor PTA, Banneker School, 7:30 p.m.
Wed	30	Adult Basic Education Class - Mrs. Waters & Mrs. Greig. Thrift Shop hours 9:30-11:30."

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MAY

"Thurs	1	PTA, Mechanicsville School, 8:00 p.m. PTA, White Marsh School, 8:00 p.m. Child Hygiene Clinic, Mechanicsville Fire House - 9:00-12:00 1:00-3:00
Mon	5	CIRCUS - free tickets available for children currently enrolled or registered - 4:00 p.m. Housing Meeting, White Pine Tavern, Chaptico - 8:00 p.m. Voter Registration Thrift shop hours 9:30-11:30
Tues	6	Trip to Tobacco Warehouse, Hughesville
Wed	7	Thrift shop hours 9:30-11:30 Parents participate in Title I Conference in Eastern Parents participate in Title I Conference in Fredrick
Thurs	8	Trip to Tobacco Warehouse, Hughesville Dr. Simmons: University of Maryland School of Social Work will visit the program in the morning and will conduct his last interagency meeting in the afternoon Topic: Citizens Participation-Everyone is urged to attend.
Friday	9	Caroline Tate: Dance Consultant from Washington will visit from 9:00-1:30 p.m. Everyone invited.
Mon	12	Community Action Meeting, 8:00 p.m. Thrift shop hours 9:30-11:30
Tues	13	Dr. Robert Clayton: Georgetown University Head Start Medical Consultant will visit. State Dept Evaluation team Title III will be here to evaluate the program. It is important for all parents to be here.
Wed	14	Thrift shop hours 9:30-11:30 Child Hygiene Clinic, Leonardtown Health Dept. 9:00-12:00 1:00-3:00 p.m.
Thurs	15	Dr. H. A. Myersburg: Washington School of Psychiatry will be here for his May visit. (Tentative) Mr. William Willis will be here to discuss the Credit Union.
Mon	19	Thrift shop hours 9:30-11:30
Tues	20	Voter Registration
Wed	21	Thrift shop hours 9:30-11:30

Thurs	22	Child Hygiene Clinic at Hollywood Methodist Church, 9:00-1:00 p.m.
Friday	23	Dr. Leon Rosenburg: Ph.D. Johns Hopkins University, Baltimore, Md., will visit.
Mon.	26	Thrift shop hours 9:30-11:30
Tues	27	Tri-County Community Action Meeting - 8:00 p.m. PTA, Banneker School, 7:30 p.m.
Wed	28	Thrift shop hours 9:30-11:30
Friday	30	Memorial Day Holiday ! ! !

Note: Trip to Washington weekend of 17th or following weekend.
Dr. Robert Clayton: Head Start Medical Consultant & team from Georgetown University will be in County - 6, 13, & 20.

HELP ! ! ! Help needed - Community Gardens - Contact Vista Bill Timm at school. 475-8091 or 8092."

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APPENDIX B

Selected List of Costs of the Preschool Program
for one 12-month period, July 1, 1968-June 30, 1969[1]

Director - 12 month basis	$15,457
Teacher - 12 month basis	6,960
Secretary - 11 month basis	4,217
Teacher Aides - 2 @ $3800	7,600
Teacher Aide	3,190
Nurse - to provide a smooth transition for the children from PSP to first grade by meeting with parents and children in the homes and in weekly meetings:	
30 days at $35/day	1,050
Educator - for meeting with PSP parents and children as the nurse did:	
30 days at $45	1,350
Consultants - 7 @ $100 per day	700
Consultant fees and per diem expenses for instructional purposes	625
Consultant fees and per diem expenses for health purposes	625
Instructional materials, small equipment and supplies	1,500

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[1] Grant No. OE 62-7-662062-0088
Project No. 66-02062-2